



October 3, 2016

Board of Education
State of Hawaii
1390 Miller Street, Room 404
Honolulu, HI 96813

Re: Testimony in support of the Hawaii Department of Education's Proposed 2017-2019 Biennium Budget Request for the Fiscal Biennium

Dear Chair Mizumoto, Vice Chair De Lima and Members of the Board:

I am writing on behalf of the Hawaii P-20 Council, a 30-member advisory council consisting of representatives from state government, public and private education entities, businesses, non-profits, and unions. This morning, the Hawaii P-20 Council voted unanimously to support the budget request by the Hawaii Department of Education to fund the Dual Credit/Early College Initiative in the amount of \$3 million in the first year and \$6 million in the second year of the 2017-2019 Fiscal Biennium.

The ACT data from the Classes of 2014-16 shows that 93% of Hawaii DOE's 11th graders hope to achieve a postsecondary 2-year certificate or degree or above – establishing that Hawaii public school students desire to pursue advanced post-high education. On September 6, 2016, I was able to report to you on the outcomes data of students who received dual credits in high school (see attached). The strong gains in college enrollment and college persistence by students who took college courses while still enrolled in high school and received dual credits show that the Dual Credit Initiative is giving our students what they desire - incredible opportunities for postsecondary success. This is especially true for economically disadvantaged students, and other groups of students who have enrollment percentages that have lagged those of non-high-needs students. This Initiative is moving the needle on closing the college enrollment achievement gap for these students.

We hope you will approve the request for funding toward the Dual Credit Initiative. Thank you for considering our support.

Sincerely,

Karen C. Lee, Ed.D.

Associate Vice President, UH & Executive Director, Hawaii P-20

Attachment

Dual credit programs provide high school students with the opportunity to take college-level courses with the intent to earn both high school and college credits.

DUAL CREDIT OPTIONS



RUNNING START

- Available to students in grades 9-12
- Individual high school students take college-level courses **at a University of Hawai'i campus** along with college students



EARLY COLLEGE

- Available to students in grades 9-12
- Students take college-level courses **at their high school campus** along with other high school students



JUMP START

- Available to 12th grade students at select high schools who take college courses towards a career/technical education program at select University of Hawai'i campuses

TIMELINE

2001

Running Start, a partnership program between the Hawai'i State Department of Education and the University of Hawai'i, began offering dual credit courses to high school students.

2011

Jump Start began in four high schools on O'ahu.

2012

Early College became the newest dual credit program in Hawai'i. Currently more than 30 high schools and charter schools offer Early College classes on their campus.

2014

The Early College High School Program grant began to assist 12 selected high schools to implement the Early College High School Program.



ISAAC SERRANO, Waipahu High School

Isaac Serrano is a sophomore at Waipahu High School who takes part in the school's Olympian program which helps him stay on track to receive his associate's degree by the time he graduates from high school. If he maintains his current pace, he will earn sixty-two college credits, and his AA, by the end of his senior year. Describing his experience in college courses he states, *"It was enjoyable. People say in college the teachers are strict but they actually do (care) and it's pretty cool being able to see the college experience."* In addition to the academic benefits, Isaac's mother, Sabrina Phelps, also fully understands the financial benefits of these programs: *"It will be easier for me financially in the future with (his) college. We are all in college debt and I know personally how it can just run you into a debt hole. I don't want him to start life in that heavy debt."*

IMPACT OF DUAL CREDIT PROGRAMS

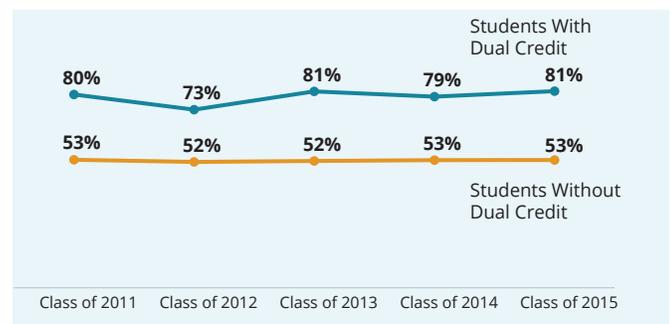
National data suggest that high school students with dual credits demonstrate the following characteristics:

- More likely to meet college-readiness benchmarks
- More likely to enter college, and enter shortly after high school graduation
- Higher persistence rate into second year of college
- Higher four- and six-year college completion rates
- Shorter average time to bachelor's degree completion for those completing in six years or less.

In Hawai'i, dual credit students also demonstrate similar characteristics:

- Higher college enrollment rates
- More likely to enroll in college in the fall term immediately following high school graduation
- More likely to enroll at a 4-year institution
- Higher persistence rate into second year of college

Hawai'i High School Graduates with Dual Credits Enroll in College at Much Higher Rates

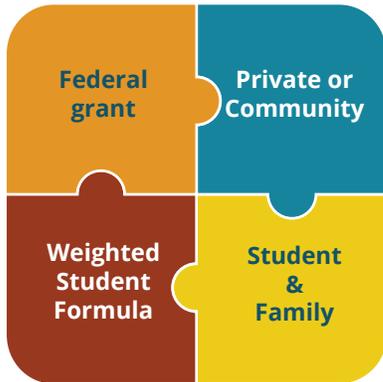


More Hawai'i High School Graduates Earn Dual Credit Each Year

Class of	2011	2012	2013	2014	2015
Number of Graduates with Dual Credits	604	672	728	880	1,058
Percentage of Graduates with Dual Credits	5%	6%	6%	8%	10%

FUNDING

HAWAI'I'S DUAL CREDIT FUNDING SOURCES



- Hawai'i is one of nine states in the country where the main, consistent source of tuition and fees for dual credit opportunities is students and families.
- Currently, most Running Start scholarships and Early College programs are funded by federal grants and private sources; this has allowed many students to successfully complete college courses free of charge.
- However, not all dual credit students or schools in Hawai'i have access to these types of funds, and nearly all funding will end in the next 1-2 years.

JAMES CABRALDA, Leilehua High School Teacher

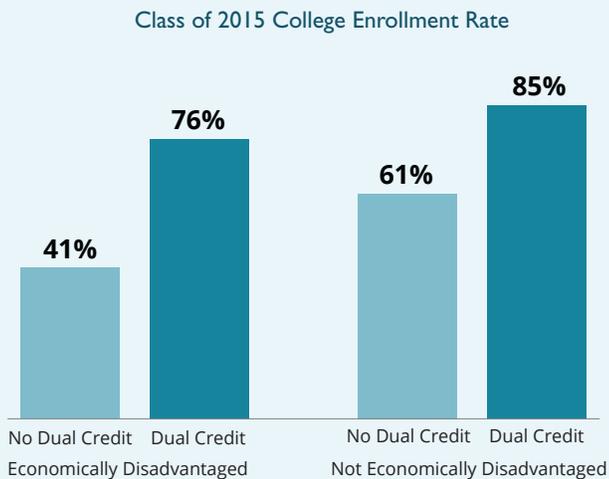
James Cabralda explains, *“Early College is an eye opening experience, because parents really start buckling down and start saying ‘How are we going to pay for our child’s education?’ It’s a hand in hand kind of thing—they (parents) start figuring out how they will pay for college, and I begin asking my students ‘how are you planning to pay for college?’”* Since 2013, the number of Early College participants has grown ten-fold from nine to ninety students at Leilehua High School. Mr. Cabralda hopes to continue growing the program throughout his high school to offer more opportunities to his students.



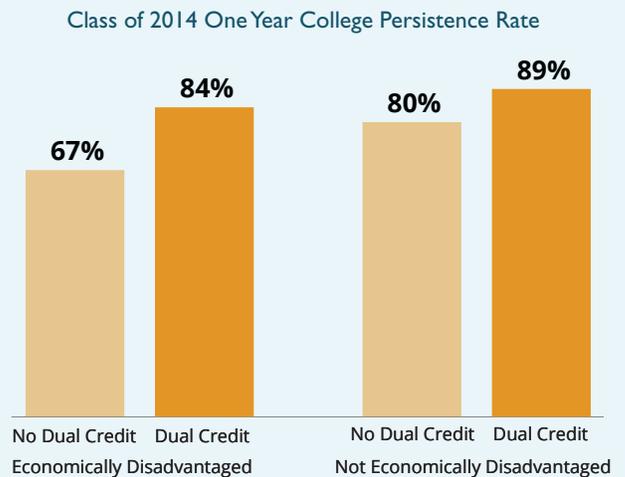
CLOSING THE ACHIEVEMENT GAP

Early results demonstrate that Hawai'i's dual credit participants, particularly economically disadvantaged students, enroll and persist in college at higher rates.

Economically Disadvantaged Graduates with Dual Credits Go to College at Higher Rates



Economically Disadvantaged Graduates with Dual Credits Remain in College at Higher Rates



SPOTLIGHT

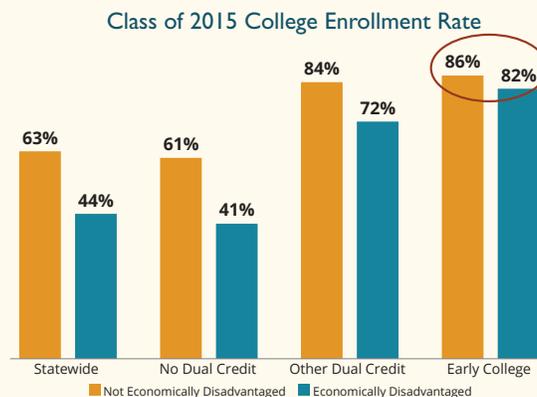
EARLY COLLEGE HIGH SCHOOLS

The national Early College High School model provides students who are underrepresented in higher education (e.g. economically disadvantaged, first generation) with the ability to earn high school and college credits simultaneously by taking college courses on their high school campus.

Around 2012, a few Hawai'i high schools began to offer college courses on their campuses to provide dual credit opportunities for students who faced financial, timing and transportation difficulties getting to a college campus. In 2013, and then again in 2016, Waipahu High School received significant funding from the McNerny Foundation to partner with Leeward Community College and UH West O'ahu to expand their early college offerings. In 2014, Hawai'i P-20 Partnerships for Education, funded by the Harold K.L. Castle Foundation and GEAR UP Hawai'i, launched the Early College High School Program by funding Early College courses for three years in 12 high schools across the state. These schools recruited underrepresented students, who did not necessarily consider attending college, for program participation—with the goal of students earning six or more college credits by their high school graduation. Both organizations are investing more than \$1.3 million into the initiative, and some of the schools have also received funds from other sources to support their programs. In Years 1 and 2 of the program, 74 Early College courses were offered, serving more than 970 students. Since then, at least 12-15 additional high schools have begun to offer Early College courses through various funding sources as well.

Data from Class of 2015 high school graduates show promising results from these Early College efforts in students' college enrollment rates, especially in narrowing the gap between economically and non-economically disadvantaged students.

Early College Program Narrows the College Gap for Economically Disadvantaged Graduates



LEILANI CHELLIAH, Kaimukī High School

Leilani, the daughter of immigrants who also holds a part-time job, will be the first in her family to earn college credits in America. She has already accumulated eighteen college credits helping her reach her goal of becoming a pharmacist. Leilani was the first freshman at Kaimukī High School to take an Early College course: *“I didn’t know what a college class was like and I was scared to try new things.”* However, with the support of her AVID teacher, classmates, and counselors at Kapi’olani Community College, she earned an A in that course and is on track to graduate with thirty college credits. She describes her experience as *“amazing because it shows I can do more and it’s given me more confidence to push past what I thought was my potential, and it also gave me skills that I can use in the future.”*



BRANDY ALLEN, Waiākea High School Parent

Brandy takes no job more seriously than being a parent. She wants what is best for her children so enrolling her daughter in Early College courses was an easy decision: *“It’s a once in a lifetime chance of her getting a degree. This is the best program; it’s a blessing.”* She has seen her daughter grow from being nervous about the courses to being confident: *“This is going to help her when she enrolls in college. She has grown so much. She’s more focused and takes more time with assignments. She takes more initiative; she’s become much more mature.”* She also appreciates the savings: *“(We) saved time and money. I know money is important for everyone and this was free, and they paid for books.”*

DUAL CREDIT BENEFITS

Nationally, dual credit opportunities generate a multitude of potential benefits for students, institutions, and the state.

STUDENTS

Benefits for students include:

- college-level academic preparedness
- exposure to college
- shorter time to degree
- reduced cost of degree
- increased access to courses not available at the high schools

INSTITUTIONS

Benefits for higher education include:

- targeted student recruitment opportunities
- greater rates of college persistence and completion

Benefits for K-12 education include:

- increased high school graduation rates
- more high school students likely to be college ready

STATE

Benefits for the state include:

- higher incomes resulting in higher tax revenues
- highly skilled workforce to maintain economic competitiveness
- fewer demands on social services
- improved health
- increased civic engagement

Christian aspires to earn a degree in medicine which will make him the first person in his family to receive an advanced degree. He also aspires to graduate from high school with at least forty college credits: ***“I started high school and didn’t know what to do; I realized I had to change and that’s when I started doing Early College and now I’m on my way to becoming valedictorian.”*** He admits that Early College is much more than just learning content. *“It taught me time management, how to speak up, and to care about what people say back. It taught me things that can help me in the future.”* Before Early College, he did not want to attend college because it seemed out of reach. Now, with less of a burden of cost, he doesn’t *“have to worry about getting into college”* and can instead focus on what it will take to finish his degree.



CHRISTIAN ILDEFONSO
Farrington High School Junior

Windward Community College (WCC) is committed to dual credit programs because it is not only a national best practice, but it also has a strong local impact. As dual credit programs have been implemented, WCC has been able to focus on the strengths of local high schools, to grow community partnerships, and to promote student development and success that benefit the entire community. As Vice Chancellor for Academic Affairs, Ardis Eschenberg explains, ***“We have seen impacts at the individual level, where successful course completion is high, and at the macro level, where high school college going rates have improved. Most importantly, WCC has increased college access and success in the community for not only individual students but also for large peer networks and their families.”***



ARDIS ESCHENBERG
Vice Chancellor for Academic Affairs, Windward Community College

At first glance, Sean seems to be the typical teenager. What isn’t so typical, though, is that he plans to graduate with forty-two college credits. Though he admits to the challenges he has faced being part of Early College, he has used available resources to push himself further than he thought possible all because *“One of my main goals in life is to get into college; I want to be a structural engineer.”* He realizes the advantages he will have by completing college coursework before graduating high school: ***“It puts me a step ahead of other people. People are going to be fighting for scholarships and for jobs and this program puts me a step above so I can be the one to get that scholarship or I can be the one to get that job first.”***



SEAN ICARI
Waiākea High School Junior

Citations for this brief are available at our website: <http://www.p20hawaii.org/resources/dual-credit-issue-brief/>



S E A C
Special Education Advisory Council

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email: spin@doh.hawaii.gov

October 4, 2016

**Special Education
Advisory Council**

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Ms. Dale Matsuura, *Vice Chair*
Dr. Patricia Sheehy, *Vice
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Ms. Ivalee Sinclair, *Vice Chair*

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Dr. Amy Wiech
Ms. Jasmine Williams
Ms. Susan Wood

Amanda Kaahanui, Staff
Susan Rocco, Staff

Grant Chun, Chair
Finance and Infrastructure Committee
Hawaii State Board of Education
P. O. Box 2360
Honolulu, HI 96804

RE: III. B. Committee Action on Department of Education's proposed operating biennium budget for the 2017-2019 Fiscal Biennium

Dear Chair Chun and Members of the Committee,

The Special Education Advisory Council (SEAC) welcomes this opportunity to support the following key components of the biennium budget impacting students with disabilities. As we reviewed the budget items, we found the descriptions lacking specific details that would help SEAC to advocate for their support at the Legislature, and we hope to secure more information prior to the opening of the session.

Weighted Student Formula - Budget Item 1

SEAC is in strong support of more funding at the school level, which will hopefully facilitate greater inclusion of students with disabilities in the general education classroom. However, we would like to know the rationale for requesting this specific amount of funding over another. Once this money is allocated, it will be important to track the correlation between expenditures and student outcomes in order to determine optimal supports and cost efficiency.

School Transportation - Budget Item 6

These additional monies are specifically needed for curb to curb transportation services required as a related service under the Individuals with Disabilities Education Act. SEAC supports the additional personnel to ensure timely scheduling and oversight of contracted services. As space allows, SEAC recommends that these bus services also accommodate students without disabilities in rural areas where regular bus service is not available.

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School Based Behavioral Health Positions - Budget Item 14

SEAC endorses these two educational specialist positions for Maui and Hawaii complexes, and stresses the need to select experienced and knowledgeable individuals to supervise and support school level personnel providing behavioral supports to students.

Teacher Mentoring - Budget Item 18

A number of educators testifying at the September 20th Human Resources Committee meeting spoke to the value of teacher induction and mentoring supports in ensuring quality services to students and contributing to greater retention of teaching personnel. In supporting this state level educational specialist position, SEAC requests that more emphasis be placed on finding master teachers with special education expertise to mentor new teachers serving students with disabilities. A lack of meaningful support is a key reason why many special education teachers have left their teaching posts after only a few years in the classroom.

Pre-K Expansion and Induction Program - Budget Item 21

SEAC has been on record supporting the Executive Office on Early Learning Pre-Kindergarten Program, including the 2014 funding of twenty-one public preschool classrooms in rural areas where private preschool programs are limited. Year Two of the biennium budget includes additional monies to open ten more preschool classrooms in SY 2018-19. While SEAC strongly supports the addition of these classrooms, we would like some assurance that these new classrooms, as well as the 21 classrooms already funded, abide by their commitment to include a natural proportion (i.e. 10%) of students with disabilities. Inclusive options for students with disabilities are extremely limited and must be expanded in order to improve the students' academic, social and behavioral outcomes.

Seclusion and Restraints - Budget Item 31

SEAC helped to draft legislation last session to provide an appropriation for training on the appropriate use of physical restraints per Act 206, and more importantly, methods to avoid escalation of behavior that leads to the need for restraint. We have been assured that personnel working with students with behavioral and intellectual disabilities will receive priority for early training, as the incidence of restraints is highest in this population. SEAC strongly supports continued funding of a program manager to oversee training, and we are hopeful that the budget for training can be reduced over time as more teachers in the field become certified in appropriate behavioral training techniques. We respectfully request more information on how many teachers will be trained with these monies and how supervision will be provided.

Preschool Teachers and Educational Assistants - Budget Item 35

We concur with the need for more teaching personnel to support preschool students with disabilities in overcrowded classrooms, and we are grateful to the department for finding the funds to support these positions.

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Training and Licensure of Paraprofessionals - Budget Item 36

Act 107 requires that direct support workers (including educational assistants and paraprofessionals contracted by the Department) who provide autism treatment services to a student as indicated in his or her individualized education plan be licensed as a registered behavioral technician no later than January 1, 2019. SEAC supports the expenditure of the projected \$4.7 million via trade-offs or transfer, and requests more information about how many paraprofessionals are targeted for this training, the time line for trainings and credentialing, and how required supervision will be provided.

Finally, in reviewing the budget, SEAC notes that a number of Request Summaries include the sentence “additional supports will increase capacity to close existing achievement gaps.” While there has been some narrowing of the High Needs Group achievement gap over the last several years, it does not reflect improvements for students with disabilities. This population continues to experience extremely poor outcomes on statewide assessments. In SY 14-15, the last year that assessment scores were available, only about one in ten students with disabilities was proficient in English Language Arts and Mathematics. Consequently, SEAC would like some assurance of accountability that all students with disabilities (not merely students with autism or behavioral needs) are receiving top priority in activities to reduce the achievement gap, and that funds requested in the biennium budget are adequate to provide the personnel and resources required for successful outcomes for special education students.

Thank you for this important opportunity to offer input. If you have any questions, please feel free to contact me.

Respectfully,

Martha Guinan
Chair



KAMEHAMEHA SCHOOLS®

Time: 3:00 p.m.
Date: October 4, 2016
Meeting: Hawai'i State Board of Education
Finance & Infrastructure Committee
Location: Kailua Intermediate School

Re: Agenda Item 3B. Committee Action on Department of Education's proposed operating biennium budget for the 2017-2019 Fiscal Biennium

Aloha! My name is Wai'ale'ale Sarsona. As part of Kamehameha Schools' strategic plan, which guides us to contribute to the communities' collective efforts to improve Hawai'i's education systems for Native Hawaiian learners, Kamehameha Schools is committed to support public education. Therefore, we are writing to express our support of the Office of Hawaiian Education's Budget Request.

Established in 2015, the Office of Hawaiian Education continues to work with community in a meaningful and positive way to design their work to advance Native Hawaiian education for all public education students. The Office of Hawaiian Education needs to be resourced in a manner that honors the collective process employed to address Hawai'i Board of Education policy goals. (E3 Na Hopena Ao, 105.7 Hawaiian Education, 105.8 Ka Papahana Kaiapuni). The Office of Hawaiian Education did not exist when the Hawai'i Department of Education created their last budget request and therefore funding needs to be secured for the operation of the Office of Hawaiian Education.

Founded in 1887, Kamehameha Schools is a statewide educational system supported by a trust endowed by Princess Bernice Pauahi Bishop, whose mission is to improve the capability and well-being of Native Hawaiian learners. Kamehameha Schools advocates for and supports Hawaiian-culture based educational pathways. We believe that Hawaiian-culture based education schools provide quality educational choices for all families and ultimately enhance both academic achievement and engagement for students.

We commend the BOE for working hard to increase the effectiveness of our public education system and urge this Committee to approve the full budget request of the Office of Hawaiian Education. E kūlia mau kākou i ka nu'u! Let's constantly strive for the summit. Mahalo a nui.