



**TESTIMONY OF
THE DEPARTMENT OF THE ATTORNEY GENERAL
TWENTY-EIGHTH LEGISLATURE, 2015**

ON THE FOLLOWING MEASURE:

S.B. NO. 374, S.D. 1, RELATING TO DUAL CREDIT PROGRAMS.

BEFORE THE:

SENATE COMMITTEE ON WAYS AND MEANS

DATE: Wednesday, February 25, 2015 **TIME:** 9:00 a.m.

LOCATION: State Capitol, Room 211

TESTIFIER(S): Russell A. Suzuki, Attorney General, or
Melissa J. Kolonie, Deputy Attorney General

Chair Tokuda and Members of the Committee:

The Department of Attorney General has concerns with this bill.

This bill broadens the eligibility to participate in the Running Start Program (RSP) to include all dual credit programs and to include private school students into the program. The bill further deletes the provision in the existing statute that requires every student enrolled in a college course to remit appropriate tuition and fees to the college for every college course taken. The RSP is a supplementary program of the Department of Education that permits eligible students to enroll in qualified courses offered by the University of Hawaii system. By including private school students into the DOE's program and if, by deleting the requirement that the students remit tuition fees, the intent is to use state appropriated public funds to cover tuition costs of private school students, this bill would violate article X, section 1, of the Hawaii Constitution. Article X, section 1's prohibition that public funds cannot be appropriated "for the support or benefit of any sectarian or nonsectarian private educational institution" and the Hawaii Supreme Court's interpretation of that provision in *Spears v. Honda*, 51 Haw. 1 (1968), which rejected the child-benefit theory (an argument that the support from the state is to the student and not the private institution that the student attends), prohibits private school students' participation into the DOE's program. It is clear from the constitutional history of the 1950 Constitutional Convention of Hawaii that the inclusion of this provision was to make the public schools more attractive to parents as a school of choice for their children.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony presented before the
Senate Committee on Ways and Means
February 25, 2015 at 9:00 am
By Karen C. Lee, Ed.D.
Associate Vice President and
Executive Director, Hawai'i P-20 Partnerships for Education

SB 374 SD1 – RELATING TO DUAL CREDIT PROGRAMS

Chair Tokuda, Vice Chair Kouchi, and Members of the Committee:

SB 374 SD1 expands the current running start legislation to include all dual credit programs, broadens the definition of an eligible student to include all high school students, and replaces the standardized test to determine college readiness with assessments for college placement. It also appropriates moneys to these programs.

The University strongly supports this bill. However, we note that the SD 1 language expanding eligibility to include private school and home-schooled students for the program run through the Hawai'i Department of Education would be very difficult to administer, and we recommend that the language be removed from page 5, lines 19-20. The Early College program is run through the public high schools, and the courses are administered through a close partnership with the University. The similar eligibility language on page 3, lines 11-12 through the University of Hawai'i is fine for administrative purposes since individual scholarships can be awarded, unless using the public funds for non-public school students is deemed to be unconstitutional.

Hawai'i has had a history of promoting dual credit opportunities, mainly through the Running Start program, which allows high school students to take college level courses for college and high school credit at a UH campus, for over 10 years. The outcomes of these students show that they have higher college-going rates, higher likelihood to enroll in college, higher likelihood to remain in college, and higher likelihood to graduate with a degree or certificate. The University, in partnership with the Hawai'i Department of Education, is expanding the dual credit program to include the Early College High School program, which allows high school students to take college level courses at their high school campus and which targets students who would not traditionally go to college, as well as the Jump Start program, which gives high school seniors on a career/technical education track to spend their last year of high school as a full-time community college student. This bill will consolidate these successful dual credit programs to maximize our existing resources and leverage the current grant funding that has been sustaining these initiatives on a small scale thus far.

Because early indications from Hawai'i high schools show better college-going rates and success rates of these students than regular incoming college students, we support this bill's efforts to give more of Hawaii's keiki a chance at college and career success.

Some of these students, particularly at high schools such as Waipahu, Waiakea, and Kaimuki, are on track to graduate with a college associate's degree upon high school graduation. Nationally, a recent report from the American Institutes for Research shows early college students have higher rates of high school graduation, college enrollment and college completion.

Currently, high schools are able to run these dual credit programs in partnership with UH campuses through private foundation grants, federal grant dollars, and payment of tuition by families who can afford to pay. However, because the early college high school program is expanding rapidly and because it targets underrepresented, low-income, first-generation college students, the ability to sustain this popular program is in jeopardy. We ask that the state fund these programs to broaden participation for students through both the Hawai'i Department of Education and the University of Hawai'i.

In the 2014-15 school year, Hawai'i has over 1,400 students enrolled in dual credit courses. The \$1.84 million request to the Hawai'i DOE would fund 30 students at every DOE high school to earn 6 college credits in one year through the Early College program. Research shows that earning at least 6 credits aids college-going and success. It would also fund 2 full time positions – one to act as the fiscal and operations administrator of the funds and distribute the funds equitably to schools; the other to provide programmatic and technical support to the schools and colleges in setting up the programs, determining courses, and acting as liaison between K-12 and higher education. These two positions do not exist currently; the functions are performed by temporary personnel at Hawai'i P-20 Partnerships for Education which is funded by private and federal grants.

The \$800,000 request to UH would award scholarships to approximately 1200 students to take Running Start courses (those taken at the college campus) and to be in the Jump Start program (program for 12th graders to spend their senior year at the college, taking a full year of career and technical education courses). Some of these students take more than 1 course each year. The funding request would also fund one position to coordinate the scholarship application process, distribute funds to students equitably, and coordinate the early college taskforce. The position currently exists as a temporary position at Hawai'i P-20 Partnerships for Education, funded by private and federal funds.

Thank you for this opportunity to testify.



Testimony presented before the
Senate Ways and Means Committee
February 25, 2015, 9:00 am
By Bernadette Howard
Hawaii State Director for Career and Technical Education

SB 374 RELATING TO DUAL CREDIT PROGRAMS

Chair Tokuda and Members of the Committee:

SB 374 expands the current Running Start legislation to include all dual credit programs – including those traditionally referred to as vocational, but now known as Career and Technical Education (CTE). It expands the definition of an eligible student to include all high school students, replaces the standardized test to determine college readiness with assessments for college placement, and appropriates money to these programs.

The State Office for CTE, a part of the UH System, strongly supports this bill. This office administers the \$5.6M Perkins grant awarded to Hawaii annually by the US DOE. The purpose of the Perkins grant is to promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education. Last year, Perkins funds supported 48,014 high school and community college students in Hawaii.

There is ample evidence that students enrolled in CTE programs are more likely to complete high school (HIDOE CTE students graduated at a rate of 98% in the 2014 reporting year) and continue on and complete post secondary education. They are more likely to be employed and stay employed. Attached is a “snapshot” of CTE in Hawaii over the last three years as reported to the US DOE.

This bill would consolidate several accelerated learning options for high school students that currently exist in Hawaii. It will allow the DOE and UH to more efficiently serve students, and equally important, maximize resources. The current Running Start program focuses on *academic* courses that students can complete while in high school. The dual credit Jump Start and Early College models, which support the DOE’s goal of making all students “college and career ready,” were more recently developed and implemented as options for students to earn both academic *and* CTE credits. Early indications are that students enrolled in these programs show better college-going rates and success rates than regular incoming college students. These options are included in SB 374.



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Office of the State Director
for Career and Technical Education

Currently there is no legislative funding appropriated for dual credit programs. They are funded by private foundation grants, federal grants, and payment of tuition by the families who can afford to pay. As a state, we should ensure that the underrepresented, low-income, and first-generation college students – that all students - have an equal opportunity to these programs.

As a state we will benefit by having a well-educated and highly skilled workforce to maintain our economic competitiveness, higher incomes resulting in higher tax revenues, fewer demands on social services, improved health, and increased civic engagement. We are asking the state to provide the means for the DOE and UH to sustain these programs by supporting the \$1.8M requested for the DOE and the \$800,000 requested for UH.

Thank you for this opportunity to testify.

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A SNAPSHOT OF CTE IN HAWAII'

OCTAE's Consolidated Annual Reporting (CAR) Year	2012	2013	2014
FUNDING			
Perkins Grant Amount - Hawaii	\$6,121,450	\$5,519,365	\$5,523,624
State Funding for CTE	\$46,856,964	\$46,811,854	\$45,459,406
TOTAL State and Federal CTE Funding	\$52,978,414	\$52,331,219	\$50,983,030
STUDENT PARTICIPATION			
Participants*			
Secondary	27,852	27,733	27,017
Postsecondary	10,072	9,970	9,714
Total Number of Participants	37,924	37,703	36,731
Concentrators**			
Secondary	2,778	3,777	4,365
Postsecondary	6,702	6,603	6,918
Total Number of Concentrators	9,480	10,380	11,283
CTE DEGREES, CERTIFICATES, AND DIPLOMAS			
Secondary			
Concentrators Earning a Diploma	2,618 (94%)	3,560 (94%)	4,299 (98%)
Postsecondary			
Concentrators Earning a CTE Degree or Certificate	1,358 (20%)	1,494 (23%)	1,594 (23%)
PLACEMENT			
Secondary			
***Concentrators Who Enrolled in Postsecondary Education	1,300	1,711	2,056
Postsecondary			
Concentrators (from previous reporting year) Placed in Employment, Military, or Apprenticeship Program	1,892	1,948	1,468

***Participants**

Secondary Participant: A secondary student who has earned one or more credits in any career and technical education program area.

Postsecondary Participant: A postsecondary student in a declared career and technical (CTE) program who has completed at least one credit or the equivalent in a CTE program.

****Concentrators**

Secondary Concentrator: A 12th grade student who has completed the requirements for her/his selected State Certificated Career and Technical Education Program of Study. A Program of Study includes at least two Carnegie units in the proper sequence in a single career pathway program area plus one required academic course.

Postsecondary Concentrator: A postsecondary student in a declared career and technical education (CTE) program who has completed at least twelve credits or the equivalent in a CTE program.

***Data are limited to students who were identified through the National Clearinghouse Database

Submitted by: Sheldon Tawata, High School Outreach Coordinator, Kapi'olani Community College
Measure: Senate Bill 374
Date of Hearing: February 25, 2015 at 9:00am, Conference Room 211
Committee: Committee on Ways and Means

I STRONGLY SUPPORT Senate Bill (SB) 374 that calls to support dual enrollment programs for eligible high school students.

My name is Sheldon Tawata, high school outreach coordinator for Kapi'olani Community College (KCC) and I manage the College's Dual Enrollment Programs - Early Admit, Running Start, and Jump Start. At KCC we enroll on average 60 students each semester who come from public, private, charter and home schools.

I'm a strong supporter for dual enrollment opportunities but the current infrastructure mainly benefit those who can afford it, thus creating a divide based on socio-economic status. Students are responsible for tuition, fees, and books however financial support through scholarships are available but limited. For instance, a student on the free or reduced lunch program are awarded a Hawaii P20 Gear Up Scholarship for one course for at least one semester but here is no guarantee that they'll receive a second scholarship in the following semesters due to the high demand and limited resources. Some select high schools offer college courses on their campus but the financial support varies depending on the high school. Then there are families that are on the borderline financially creating a different kind of financial challenge making it difficult to invest their child in a dual enrollment program.

Support from the State of Hawai'i will equal the playing field by providing these opportunities to all high school students. Currently, students who are enrolled in 6 or more credits per semester come from families who can afford the tuition. Students taking 6 credits or less generally rely on the Hawai'i P20 Gear Up Scholarships. As you can see, it creates access based on income, which shouldn't be the case.

I've asked my current dual enrolled students how this has made an impact on them educationally and personally. Over 40 of my students provided insight to their journey, below are just a handful with a powerful message.

Student 1:

If I did not become a part of the Jump start program in 2011 I would have dropped out of high school. I felt that completing high school just to go to a community college was a waste of my time. Whether I would have made it to KCC's admission office if I did follow that path is another mystery. The jump start program showed me all the amazing things that college has to offer. It also makes tuition and books obtainable when it could deter me otherwise. Spending my senior year in school helped me to grow so much being surrounded by folks who also has college on their mind. Currently I am a junior at UH Manoa. I plan on going to graduate school and hopefully obtaining my PhD. College made my dreams possible. The Jump Start program made college possible.

I matured a lot through the experience. At Kaimuki I was surrounded by people who did not want to go to college (mainly because they couldn't afford it), therefore success in school wasn't on their mind. My friends wouldn't do their homework or come to school. Being in that environment compared being in a college environment had a huge impact on my maturity and mind set. It made things that I didn't think possible, very possible.

I wouldn't be as successful as I am today without the Jump Start program. The environment, tuition assistance, amazing counsellors, etc, made for an amazing college experience with an easy transition from high school to college. Taking away this program is closing a door for many students who wouldn't be able to go to college otherwise.

Student 2:

This opportunity has impacted my education in numerous ways. I go to an online high school, so all of my class are online, including math. I did not enjoy learning math online, so I jumped at the opportunity to be able to take college level math classes in an actual classroom. Running start and gave me the opportunity to have a teacher explain to me how the different equations work, how new concepts built upon the old ones, and helped me to develop a better understanding of the material. Another impact it is having is the accounting class that I am currently taking. My high school does not offer an accounting class, so if I was not a part of running start, I would have to wait until the next school year, when I am in college, to take this class. Since I would like to be a business professional, I now have some experience prior to going to college, and I am able to get a "feel" of what the business world is like. Lastly, running start has allowed me to earn both college and high school credits. In May, I will be graduating high school with 17 college credits, so when I go to college, I will almost have sophomore status. This is something that I am extremely proud of.

I have gained so much from this opportunity, but the most important thing that it has given me is confidence. As a home school student, I always get asked, "why are you home schooled." Not all the time, but most of the time this implies, "what is wrong with you?" Do you have a learning disability, or are you socially awkward? Although I know that I am neither, being home schooled always made me feel like I was little less than my friends. Having this opportunity has boosted my confidence because it proves to myself and others that I am a smart and independent student. Not only am I able to complete college level work, but I am able to excel as well. I was at the top of my class and finished with A's. This proved to me that although I may not go to Punahou or any other private school, I am just as smart as those who do.

I would like the politicians to hear that the programs help students to earn college credit and experience are vital to create successful future leaders. They should not be put on the "back burner". These students who are taking these courses are going to become the leaders of tomorrow, and we should do all that we can to support them. We may not see the return on the monetary investment tomorrow or even 5 years from now, but one day, we will see it in the people who are community leaders, people who become senators, and people who care for others. By taking these courses, students not only get ahead in college work, but they gain essential skills for life, such as time management, how to work independently, taking initiative, and how to be self motivated. These skills will help kids today become leaders tomorrow, so I urge the politicians to take a closer look at the impact that these programs have on the kids that participate in them.

Student 3:

It had allowed me to take advantages of my interest. High school can sometimes get boring with the limited classes available so these challenges are always great.

I've got to meet countless professors and this had paved way for a research internships.

This is critical for our education. We need bright leaders and by allowing us to take college classes from an early age, it allows is to attain our potential.

Student 4:

This opportunity has impacted my educational journey by opening up a whole new world for me. I was always scared about going to college, but having this course available to me has made me feel more at ease about going to college.

This opportunity has impacted me personally by letting me take a college course, despite of my financial situation. It's enabling me to get some college courses out of the way, without having to pay anything. That's a huge impact on my family and I.

Student 5:

This opportunity to be able to take college classes in high school is a big benefit to me! As a Freshman, having the ability to do this will help me in my future history classes and in college as I gain knowledge from this class. It's an opportunity that will help me in my high school and college classes. This is my first time taking a college class and I can already see that it will help me a lot in the future.

This opportunity to take college classes are helping me not only with my education, but also personally. College is really expensive and I'm glad my high school has this program. Being able to earn college credits for free, is an opportunity I can't decline. Financially, I can't afford to go to college on my own without financial aid or scholarships. But this program at Kaimuki allows me to take college classes and because of that, that's one less financial cost I won't have to worry about when I'm in college. The only difference with taking college class in high school is the environment, it's held at our high school rather than a college. Taking a college class also gives me a better understanding of how much work you'd have to do in actual college. This gives a better ideal picture and prepares us for how it'll be in college. Other students should have the opportunity to take college classes and have the total experience. I feel blessed to be one of the people chosen have the opportunity to take this course!

Student 6:

Kaimuki to college impacted my education by helping me do better in school. I thought that if I could take a college class, I would be able to do well in high school courses as well. I also have more high school credits because I earned them doing the college courses. I learned how to look at things in different perspectives. I gained more knowledge about things that I didn't know before and about things that I have previously learned.

This opportunity boosted my self-confidence. I felt that I had/have more potential than what I used to have. I really enjoy taking these classes and it's really fun to meet new people and get a gist of the college experience. I was really happy to know that I could complete high school courses with this opportunity. This also affects my future and I could save time and money on college.

I think that Kaimuki to College is an amazing opportunity that can influence students to do better in school. It can also boost their confidence in their academics and it can boost their potential. K2C also looks good on transcripts and it can help students to have a better chance in colleges. They also have an opportunity to make new friends and gain college experience. K2C can also be good for their families in their future like they can have a better influence on their kid and do better in life.

Student 7 (this student will complete at least 15 credits worth of course before graduation):

PACS 108 is by far the most difficult class I had ever taken. This class was a nightmare to begin with. This college class showed me that my time management skills and writing skills need improvement. Before PACS 108 I had a bad habit, I would rarely ever study for tests because I knew the content with ease. This bad habit didn't allow me to develop my studying skills. Therefore studying in PACS was time consuming and hard. This showed when I got a B in that class. Kaimuki to College allowed me to realize how important goals are. The transition from high school classes to college classes was difficult, but thanks to the Kaimuki To College Program I have improved on my time management, writing, and studying skills. This opportunity allowed me to discover my weaknesses, and improve them. I am now ready to be successful in college thanks to this program.

My greatest challenge in my life is to graduate from a 4-year college. This would be the greatest challenge for me because none of my parents have graduated from a 4-year college. My mom has an associate's degree and my dad only has a diploma. To be the first in the family would be an accomplishment. Through the Running Start program, I was able to earn 15 college credits. Taking college courses allowed me to realize that I can meet and exceed college standards. This really motivates me and my peers to excel further beyond high school.

Student 8:

Overall, as a student of Kaimuki High, I have seen many of my avid brothers and sisters improve on their core classes such as earning better grades. K2C had a major impact on our avid students because I have seen my classmates that went to KCC and earn or take a college course or credit. Now, they've come back to Kaimuki with college credits already earned ... From my opinion I really believe that K2C will help students to define their careers in life and to accomplish college within 3 years after high school. K2C will absolutely change the school's environment into a better reputation.

Student 9:

This opportunity impacted my educational journey by allowing me to prepare and get ahead by taking college level courses. It has also helped motivate me to strive for my major even more so than before. At first I was thinking about how hard college was going to be and was hesitant. I was being very ignorant about college before I had taken the opportunity to take college courses. Now after that I had taken and experienced college courses I now feel reassured about my educational journey and will be stampeding forth for my degree and graduate with a Bachelor's for a successful life.

This opportunity had impacted me personally by improving my time management skills, become more independent, and to take opportunities before it's too late. In high school, you didn't really have to manage your time. Mainly due to the fact that high school has a set schedule of when it starts, class times, and when it ends. On the other hand, in college you have the freedom to choose your own time and it's all up to you to manage it correctly. Secondly, it allowed me to become more independent because I'm no longer relying on my teachers for help although I do ask occasionally, they just have too many students and are extremely busy. I found that going to the library was very useful and did my independent studying for my classes in the library everyday. The library was full of resources that I could use and it had become my best friend. Not only did I do independent studying, the library had a study group room in which we can study together as well. Finally, I had been impacted personally by learning to take opportunities as soon as possible. For example when the semester starts for college class availability runs out quick and you gotta take the opportunity by signing on early as soon as possible to get the class that you want. In the end, this opportunity of being able to experience college life had greatly impacted me personally in many ways.

I would like to say that this opportunity that we get will not only strive other students to strive for college but to also strive them to complete college. Getting an early college credit could also reduce their time needed to graduate quite significantly. For those with low income might not be able to afford as many classes, therefore being able to take these college courses ahead of time for free would be like a blessing to them. More people will be able to attend and graduate from college. More graduations with degrees would allow them to get better jobs and a higher income than just graduating with a high school diploma. Therefore, leading to a successful life and career.

Student 10:

I'm experiencing what college is like before becoming a full time student this Fall, and I'm enjoying it a lot. I believe I will be more prepared for college when I enroll for Fall semester because I'll know what to expect. And the reason why is when Fall comes, I will have experienced what college is like ahead of time while I was still in high school instead of being a student who just graduated from high school going straight into college and not knowing what to do or expect. Being more prepared especially applies to homeschooled high school students. I've heard from my piano teacher who is a professor at UH that a lot of homeschooled high school students who go straight into college right after graduating find it a "culture shock" because they're overwhelmed with homework, classes, and not knowing what to expect whereas homeschooled high school students who take a class or two through early admit while they're still in high school tend to be more prepared for college when they enroll full time because they already know what

it's like to get assignments done, work in a group with fellow classmates, and it's less stressful. It's much easier because they already know what it's like.

I'm a very shy, introverted person. It's just the type of personality I have. I used to hate working in groups and I used to only like working alone because I'm an introvert. After enrolling in Japanese 101 as an early admit student however, my views on working only alone changed. I've found that working in groups and working with classmates can be very beneficial because we can all help one another and it makes studying more fun. I still like working by myself in class though, but working in groups is fine too. Either way works for me.

Student 11:

This opportunity allows me to attend college courses as high school student and makes it more "real." By real, I mean that it is different from the talk about the college, students like me actually get to sit in a classroom and learn in a college environment. Because I started college early, I am motivated to continue after high school until I obtain the degree that I am satisfied with. Not only would I get the experience of sitting in a college classroom, I also consume incredible knowledge.

This opportunity is indeed a personal experience for me because my mother provided the tuition for my math class. It was expensive and put a burden on my shoulders. Through hard work and help from others, I was able to achieve my goal and passed the class with an A. For the first time, I felt the joy of an accomplishment and it was precious. From then, I continued to take classes such as Religion and Speech. I finished Religion with an A and in the process of completing Speech. I am thankful for the opportunity and glad to see it making a change in students, for the better.

SB374

Submitted on: 2/24/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Janette Snelling	Kohala High School	Support	No

Comments:

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SB374

Submitted on: 2/23/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Allyson Okamoto	Individual	Support	No

Comments:

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Testimony presented before the Senate Ways and Means Committee

February 25, 2015 at 9:00 am

By Ann Kennedy, Faculty Kauai Community College

SB 374, SD1 RELATING TO DUAL CREDIT PROGRAMS

Chair Jill N. Tokuda, Vice Chair Ronald D. Kouchi and Members of the Committee:

I strongly support SB 374 which expands the current running start legislation to include all dual credit programs, expands the definition of an eligible student to include all high school students, and replaces the standardized test to determine college readiness with assessments for college placement. It also appropriates moneys to these programs.

Hawaii has had a history of promoting dual credit opportunities, mainly through the Running Start program, which allows high school students to take college level courses for college and high school credit at a UH campus, for over 10 years. The outcomes of these students show that they have higher college-going rates, higher likelihood to enroll in college, higher likelihood to remain in college, and higher likelihood to graduate with a degree or certificate. The University, in partnership with the Hawaii Department of Education, is expanding the dual credit program to include the early college high school program, which allows high school students to take college level courses at their high school campus and which targets students who would not traditionally go to college. Early indications from Hawaii high schools show better college-going rates and success rates of these students than regular incoming college students. Some of these students, particularly at high schools such as Waipahu, Waiakea, and Kaimuki, are on track to graduate with a college associate's degree upon high school graduation. Nationally, a recent report from the American Institutes for Research shows early college students have higher rates of high school graduation, college enrollment and college completion.

Currently, high schools are able to run these dual credit programs in partnership with UH campuses through private foundation grants, federal grant dollars, and payment of tuition by families who can afford to pay. However, because the early college high school program is expanding rapidly and because it targets underrepresented, low-income, first-generation college students, the ability to sustain this popular program is in jeopardy. We ask that the state fund these programs to both the Hawaii Department of Education and the University of Hawaii.

Early college high schools, have demonstrated significant achievements in increasing students' high school graduation, college enrollment, and first-year persistence rates. Currently, there are more than 280 early college high schools, serving more than 80,000 students in the nation (http://www.jff.org/sites/default/files/publications/materials/Early-College-Expansion-ExSumm_031414.pdf). In addition, a recent report with the American Institutes for Research found that students participating in an early college high schools were more likely to graduate from high school, enroll in college, and earn a college degree (than comparison students).

Thank you for the opportunity to testify.

I wish to submit testimony in support of SB 374 and HB 95 regarding Early College

As a partner in promoting college success for more than five years here in Hawaii at both Leeward Community College in my immediate past and now with Hawaii Community College, I wish to express my strong support for legislative funding for Early College initiatives in our state. I have first-hand experience as a former principal and superintendent in New York State with dual enrollment efforts and have seen only positive results from offering college-ready students the opportunity to earn college credits while in high school. Having attended the Early College National Conference in North Carolina last year to help present the excellent results of Leeward Community College's recent grant-funded partnership with Waipahu High School, I can attest to the fact that Early College works best in those states where there is strong legislative and gubernatorial support, including the allocation of funds to support students taking college classes at a significant scale.

National data clearly demonstrate that those students who earn college credits while in high school are significantly more likely to graduate from both high school and from college. States like Texas, North Carolina, Tennessee, Ohio and Georgia have programs of significant scale that promote the active participation of as many students as can show their ability to benefit, such that students can earn both their high school diploma and an Associate degree concurrently. One of my former students, now a teacher in New York himself, recently told me proudly about his daughter's experience in doing exactly that – earning her high school diploma and her AA last June from Tompkins-Cortland Community College through the dual enrollment Early College program there, a partnership I helped initiate more than twenty-five years ago.

A parent of a current Running Start student myself, I strongly support the notion that Hawaii's high schoolers deserve the same chance to advance their college aspiration as high school students have in many other mainland states. Data show of the 47 states (plus the District of Columbia) that have statewide policies in place governing dual credit programs, only 9 require parents to pay for the students participation. Hawaii is sadly one of those nine under the current Running Start legislation. This is the time to change that.

I strongly encourage our legislature to appropriately accept the challenge of working with the University and the DOE to promote college success for all of our young adults and enable achievement of the 55 by 25 goal, by harnessing the momentum already established by Waipahu High School, P-20 and others and supporting a budget bill offered perhaps uniquely by both UH and DOE as articulated in SB 374 and HB 95.

If there is anything further I can do to promote Hawaii joining the many other states that actively support such Early College initiatives, please have a member of your staff contact me at Hawaii Community College at 808-934-2519 or at cmanaser@hawaii.edu.

Thank you for considering this important legislative proposal.

Sincerely,

Christopher B. Manaseri, Ph.D.
Dean of Liberal Arts and Public Services
Hawaii Community College

Aloha , my name is Cody Loeka Cuba, I am currently a junior at Waiakea High School. I have 9 college credits. So far I have passed IS105 and Hawaiian studies 100. I am currently taking Social science. I am very thankful that my teacher had brought me into this and thankful for the people who supported me. The amount that I am paying to attend this program is actually nothing so this program is helping me big time.

Early college has helped me a lot and it has motivated me to do my work more efficiently and quality work. I am asking you to support this program and help other student also including me to continue this program because I would be the first of my family to go out of the Hawaiian islands and explore the world. I would also want to graduate from college and succeed in life. Mahalo for taking the time to read this and I hope you accept this and support it.

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SB374

Submitted on: 2/23/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Deborah Ishiyama	Individual	Support	No

Comments:

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Testimony for Senate Committees on Ways and Means,

February 25, 2015 at 9 am

By Drake Zintgraff, M.Ed.

Student Services Specialist, Kapiolani Community College

SB 374 RELATING TO DUAL CREDIT PROGRAMS

Chair Tokuda, Vice Chair Kouchi, and Members of the Committee:

I am writing this in support of SB 374 relating to dual credit programs. My backing of this proposed bill stems from both my professional and academic experience related to the impacts of dual credit programs.

In my current position at Kapiolani Community College I assist with the coordination and management of the dual credit programs offered by the College. In addition I advise and help prepare students for their transition after high school into post-secondary education. My academic background in this subject stems from my time at the University of Hawaii at Manoa in the Educational Administration program where I focused my research on dual credit programs in Hawaii and across the country.

In my own personal experience I can testify to the statement that education can be a gateway to a plethora of opportunities. However, with research from The Georgetown University Center on Education and the Workforce that predicts that by 2020 70% of jobs in Hawaii will require some form of college education, and with the latest U.S. Census data showing that only 44.3% of hawaii adults hold a two-or-four-year college degree, new efforts must be made to increase the percentage of working age residents with a college credential.

The research on dual credit programs shows that they could be a method to address this need for more educated citizens. Students who earn 6-12 college credits upon graduation from high school are more likely to attend, persist, and graduate from college than their peers. With that said, dual credit programs do not just give students college credits, they better help prepare

students for their transition to a full-time college workload, build their social capital, and gain a better understanding of what college has to offer so that they may maximize their time.

One of the main causes why students don't succeed upon entering college is that they place into developmental courses (math or English courses below the college level) at high rates. Some UH Community College campuses having students placing into developmental coursework at rates as high as 70% in some subjects. These courses consume additional resources, cost students and institutions time and money, have low completion rates, and as research indicates, impacts students self confidence level, and further deters students from continuing their education and leaving college.

Continuing to support dual credit programs can help address this issue of academic preparedness by offering an opportunity for college faculty and outreach members to meet with students at an earlier age and draw more real-world connections to college and their aspirations, in addition to the research from a white paper published by Hawaii P-20 that shows students who have taken dual credit courses are more prepared than their peers upon entering college after high school.

With that all said, the area that I feel dual credit programs have the potential to make the biggest impact on the state of Hawaii, is financially. Making college a more manageable financial decision for students can help address the research that shows students from low-income backgrounds have higher levels of negative perceptions of student loans and educational financial barriers, and in-turn, less likely to attend college. Helping students get a head start academically and financially can help increase college access for low-income students, but also for students of many backgrounds.

The cost of living in Hawaii affects everyone, but can be especially difficult for recent college graduates as they search for well-paying jobs, housing options, and other common life milestones. Research indicates individuals with high debt in their 20's have been shown to have more negative perceptions about the obtainability of things like home ownership, retirement, and marriage. Many highly skilled graduates choose to either move to the mainland or don't come back from the mainland after college because of these perceptions coupled with our high cost of

living. Dual credit courses can help students save on educational costs so that they can in-turn be more likely to be active participants in our states hopefully growing economy. Furthermore, dual credit programs also help gives prospective college students the belief that they can both succeed and afford to go to college.

I support SB 374, because I believe that continuing to support innovative ideas like what this bill contains, is supporting the continued growth of the potential infrastructure that could produce a boom in college graduates, our State's economy, and the ability to enhance the quality of our public education to in-turn benefit the good of all of Hawaii.

Thank you for your time and opportunity to testify,

Drake Zintgraff

Background Research

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Testimony in Support of SB 374 – Relating to Dual Credit Programs

To Honorable Committee Chair and Members:

I would like to provide support to SB 374 to expand the current Running Start Program to include Early College, where high school students are provided with the opportunity to take dual-credit college courses during their high school hours at their high school campus.

The existing Running Start Program, which allows students to take college courses for dual-credit at one of the UH campuses, has shown to be successful: these students are more likely to attend college, likely to persist and earn a college degree/certificate. One thing that this program does not address adequately is ACCESS. That is only the top students with the financial and transportation means can come to the college campus to take advantage of this opportunity. These are the students who really would have gone to college anyway.

In order to increase the number of people obtaining a college degree/certificate to meet the economic demands of the state of Hawaii (as addressed in the 55 by 25 initiative), we need to target another group of young adults. I'd like to call them the "I am doing okay" group, who have just done okay along the way and somehow nobody ever give them a little nudge to say "go to college" and "you can do it!". I have spent the past few years trying to make "Early College" concept work under the umbrella of Running Start program. The problem is obvious at the beginning. These students do not have the time or the means to get to a college campus. Well, then I come to teach it at their school. When I did this I found out that there is a bigger problem: they cannot afford to pay the tuition fees and books. Every semester I have tried this, only a third of the students who are interested can afford to be enrolled.

SB 374 will appropriate funding to allow these high school students the opportunity to get their foot in the door of college, to build their confident, and to just give them a sense of "I can do college!"

Finding a way to make this SB 374 works is responsible legislation. You will see fruitful results and I can count on my words! I am a true believer in education and am in the trenches every day trying to pull together this grant and that grant to make this Early College Program happen for the island of Kauai. I currently have a Title III grant right now for a math teacher and a coordinator, but that won't be here for too long. Really, what is being requested in this bill is just the

beginning of what is needed. I see the needs and I see how many students being interested in the program on Kauai. For example, the bill asked to fund 30 students at every high school campus to earn 6 credits in one year. I have just heard of at least 50 students interested in my math class that is being considered for next Fall using private grant funding at Kapaa High School. That's just math alone and you know math isn't the most popular subject for most students, although it is best thing for them!

I truly need your help and support to make Hawaii a better place for our future generations. Thank you for the opportunity to testify and welcome any discussion if you so desire.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Gigi Drent', with a long, sweeping flourish extending to the right.

Gigi Drent

Associate Professor of Mathematics
Science and Math Division Chair
Kauai Community College
gdrent@hawaii.edu
(808) 245-9289

Aloha my name is Joseph Alvarez. I am not the first person to go to college but I do qualify for free and reduced lunch. I am in the first cohort and when I first started this program I didn't know what I was going to do with my life but by taking college classes in high school it gave me the motivation to work harder and harder. Going to college for me wasn't even a thought but I actually thought of taking college courses in high school in a jump in life because just taking one college class is three credits and one college credit for high school. So far I took three college classes Hawaiian studies 100, English 100, Math 100, and now I am taking Speech 151. I personally feel that this is a good opportunity for high school students to take free college classes without pulling money out of there own pocket. These college courses have changed me as a student because I was the type of student who sat in the back of the classroom and didn't ask any questions and Now I passed every college class with a B or higher. Mahalo

My name is Kayli Pack. I am a Junior at Waiakea High School and this is my first year in the early college program. This program has had a huge impact in my life so far. Before this program I didn't have a sense of direction and wasn't sure where my life was going. My family didn't go to college but there was always a push for me to go. I felt that this was hypocritical and on top of that, I wasn't sure how I was even going to afford to go. Growing up my family was very dysfunctional which always drove me to want to be independent and stand on my own two feet.

Early college has solved all of the issues and answered all of my questions. I now know that I would like to go through the dentistry program and become an orthodontist. It makes me feel proud that I can say that I know what direction I would like my life to be going in. Because early college has been given grants I now know that I have the blessing of being able to earn college credits for free which will have a huge impact on the cost of me going to dental school. This program has given me a sense of independence to know that I will be able to stand on my own. I have gained confidence to know that my life has more direction. Thank you for helping us and giving kids like me the opportunity of a life time, without this, many of us wouldn't have the pride in knowing that we are making a change for better in our community and in our own lives.

SB374

Submitted on: 2/24/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Kimberly Marquez	Individual	Support	No

Comments: I urge you to pass this bill as I found it difficult to enroll our 4 homeschooling high school students for dual enrollment at various times and at different community colleges, it became confusing to find that not all campuses have the same requirement.

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SB374

Submitted on: 2/24/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Lisa Poulos	Individual	Support	Yes

Comments: Aloha Senators, I am in favor of SB374. As a home school parent that has had two daughters dual enroll and one currently attending LCC as dual enrolled, I know that many families will be served by the inclusion of private and home school students to the bill. Unfortunately, I have experienced quite a lot of frustration due to the discrepancies and subjective enrollment policies between public school and home school students. And not only between students but also the differing requirements amongst the community colleges. I believe standardizing the application requirements and including private and home school students in the bill will treat all students equally and provide wonderful opportunities for all our students. Please support SB 374. Mahalo for you time and thoughtful consideration Lisa Poulos

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My name is Manuia Sevaio and I am writing in support of SB 374, SD1. I am a junior at Waiakea High school, and I am currently enrolled in an Early College class. I have three college credits, and I am on the way to having six college credits. Before my enrollment in Early College, I was deeply a trouble maker. After I was given the opportunity, I really changed my life around. I never thought about going to college. I just wanted to pass high school. But this program has really changed my life. I started thinking of looking at colleges off island. It really helped me specifically when the money for college was paid for already. My family isn't rich, so having a grant to pay for college was also really helpful. I love the opportunity for more money to be invested into high schools to have other students in other high school have the same opportunity as me.

My name is Max Adolf and I am a sophomore in the Early College program. I started this program at the beginning of this school year and have completed one class so far which is IS 105. I have earned three credits from that class. Now I am taking two other classes which are Social Sciences and Hawaiian Studies. I am one of the five sophomores selected to be in this program this year. My teachers and advisors say that if I continue with the schedule they put me on, then I will graduate with 60 credits which is an Associate's Degree.

I am very fortunate to be in this program. I think that this will really help me with my future. I will be ahead of most people when I graduate and continue my college education. I don't know what I want to do for a career but I strongly believe that Early College can help me with that. I know this program will benefit me because I have proof from my upperclassmen friends. They have given presentations about how the Early College program has really helped them. Some of them are now the first in their family to go to college. Some of them didn't even want to go to college, until they started this program. I am happy to be in this program and can't wait to see all the good it does for me.

Aloha

My name is Michael Scott and I am in 10th grade and in early college. I Just finished my first college course which was IS 105. I am now taking 2 college classes which is sociology and Hawaiian studies. These classes have been helping me so much in high school because I am now a better student and not procrastinating my work anymore.

I would very much appreciate it if you could support our program because I really enjoy early college and it has helped me tremendously and I hope the program can keep helping me. I am going to graduate with a associates degree which is 60 credits and I will be so far ahead from every body else in college. There is only four students that are going to graduate with this much credits so I would appreciate if you could help me out with continuing what has helped me.

Mahalo

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Aloha, my name is Nalani Kamehaiku, I am currently a Junior at Waiakea High School. I have so far passed the IS-105 college class, and I am currently in Hawaiian Studies 100. I am very thankful to be a part of the early college cohort, I am not paying anything for this college courses and I am the first person from my family to attend college, and eventually graduate college. I need to go to college for 12 years because I want to be an Anesthesiologist, and when I saw the opportunity to take college classes during High School I took it and decided to get an early start.

Early College has helped me a lot. It's motivated me to become successful in life and make me realize that my future is very important and I need to attend college. I want my family to be proud of me when I graduate from college. They will be so happy because I'd be the first person from my ohana to graduate from a college. Mahalo for reading my testimony.

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Aloha my name is Prayse Chung I'm currently a Junior at Waiakea High School taking a college classes during my free time. So far I have earned three college credits from taking IS 105 this course is a transition into college course. I will be the first generation in my family to attend college and without this opportunity I probably wouldn't have went to college. The experience I gained from being a part of this Early College program will last a life time, especially when we can do it as a co hart. When we are able to take it with classmates that we have been with for years it helps get rid of stress of doing it on your own without the support. I can't wait to take more classes as a Senior im planning on doubling up on classes so I can graduate with an Associate's degree.

Sincerely,

Prayse Chung

My name is Taira Javar. I am a sophomore at Waiakea High School. I have 3 credits from college and I'm working on getting my associates degree by the time I graduate from high school in 2017. I earned 3 college credits and 1 high school credit for ever college class. I am planning to get my associates degree in nursing and this Early College Program is making my dreams come true. Not very much people in my family have gotten a degree in college or have even gone to college.

This Early College is so great and I want to set a good role model for the generations below me. I want to prove it to everyone that even high schools students can get credits from college and take college classes on top of our regular classes. This program has been here for a while now and it's been successful so I hope it is going to be required because it really is a great program. It brings students together to help one another.

If it wasn't for this program then I wouldn't have gone to college. Yes both of my parents do work but their income isn't enough for college and that's why I am blessed to be in this program. This has changed my life and I hope other students in our state do chose to take an early college program.

A Hui Hou, Malama Pono!

Aloha my name is Xylon Takata. I am the first generation of my family to attend college. I plan on graduating from high school with 29 high school credits and 21 college credits. I am also a part of the first cohort to start early college on the Big island at Waiakea High School. Early college has opened up many opportunities for me, for my post high school plan. I was recently contacted from the Oklahoma City University wrestling coach with regards of my outstanding achievements both academically and athletically. This was a huge moment in my life because I never thought I would be able to receive academic or athletic scholarships to attend college. Before early college I didn't even think about attending college. Now that the opportunity is in front of me my dreams of wrestling in college is another step closer to that goal.