

Department of Education

Informational Briefing for Committee on Ways and Means
Thursday, February 18, 2010
State Capitol, Conference Room 211
10:00 a.m.

Junior Kindergarten

General Description

Act 219, SLH 2004, established a two-tiered kindergarten program, with a junior kindergarten and kindergarten program, in the Department of Education. The act provided for a pilot program in the 2005-2006 school year, with all public elementary schools implementing the two-tiered kindergarten in the 2006-2007 school year.

Students born between January 1st and August 1st were to be enrolled in kindergarten; student born between August 2nd and December 31st were to be enrolled in junior kindergarten. However, schools may move students between junior kindergarten and kindergarten as the school deems appropriate. Accordingly, junior kindergarten students may be promoted to grade one after one year in kindergarten.

It is critical to acknowledge that Junior Kindergarten in the public school system is a kindergarten program, as it serves students during the year that they become five years old. In the independent school sector, junior kindergarten may be configured as a program for four year olds, in essence a pre-school program.

The two-tiered program may include classrooms composed exclusively of either junior kindergarten or kindergarten students, the blending of junior kindergarten and kindergarten students in a single classroom, or coordination with public, private, or public-private entities to address the needs of junior kindergarten students within the school's community.

Most schools have opted for blended classrooms, in order to provide a balanced, heterogeneous classroom setting, which allows for students to learn in a developmentally appropriate setting. Additionally, most schools conduct screening assessments at the beginning of the school year, to allow for the most appropriate configuration of classrooms within the provisions of a two-tiered kindergarten. In most cases, once students are placed in a class they are not moved, as this type of movement would be too disruptive to the learning sequence of a young child.

Schools conduct a range of formative and summative assessments throughout the school year. As a result, by the beginning of the second semester they have

a general idea of those students who may benefit from second-year in a two-tiered kindergarten.

While they can continue to work to ensure appropriate levels of progress, the school may begin to work with parents to determine if a second year would be of benefit to the student.

A group of kindergarten teachers, under the guidance of an early childhood consultant, has been developing an assessment toolkit, which includes a range of formative and summative assessment protocols that teachers may use to determine readiness when a child enters kindergarten, as well as relative progress made toward pre-school and kindergarten standards and benchmarks.

While it may be assumed that any student would benefit from more time to learn, the prevailing research on retention at any level highlights both long-term and short-term effects on students. As a result, schools and parents are advised to weight the benefits very judiciously, utilizing all available data to make a determination.

General Fund Costs

In 2004-2005, a general fund appropriation of \$100,000 was made for planning piloting of the two tiered system. This appropriation was utilized to provide professional development for teachers and principals, so they would be prepared to implement the provisions embedded in a two-tiered kindergarten. Beginning in FY 2006, and continuing through FY 2009, a general fund appropriation of \$350,000 was made annually to fund an early childhood/kindergarten specialist and clerk typist, as well as continued funding for professional development in both the early childhood and kindergarten arena. Funds were also to be utilized for other programmatic activities related to early childhood. The appropriation was eliminated for FY 2010.

Each year, the legislature has introduced legislation to provide additional resources, including smaller class sizes, additional instructional aides, and certified teachers. However, costs for statewide implementation, even on a sliding scale have proven to have been too exorbitant, particularly in the current fiscal economy.

Student Data

School Year	Jr K: 2nd Year	K: 2nd Year	Total: 2nd year	Percentage
2004-2005	253/5000	123/7351	376/12351	3.04%
2005-2006	543/5573	229/7750	772/13323	5.79%
2006-2007	1021/5267	204/7187	1225/12454	9.84%
2007-2008	1311/5675	467/7928	1778/13603	13.07%
2008-2009	1127/5455	297/7615	1424/13070	10.89%

Note: 2004-2005 was the last year without a two-tiered kindergarten; 2005-2006 was the first year with a pilot of approximately 40 elementary schools; 2006-2007 was the first year of statewide implementation. Additionally, for the purposes of this data summary, Jr K status is determined solely by age.

What The Data Suggests:

- More late born students (Jr K) are retained than their early born (K) classmates.
- The percentage of students retained prior to the two-tiered kindergarten and during the first year of statewide implementation tripled.
- While there have been increases in 2nd-year retentions since statewide implementation in 2006-2007, the 2008-2009 numbers suggest that the levels may begin to stabilize.
- The larger number of students in a second year of kindergarten may be attributed to the fact that they have two years, instead of one, to ensure that a student is ready for the first grade

Other Patterns and Trends:

- More males are retained than females.

Conclusion

Even without Junior Kindergarten, there will be a percentage of students who may need the benefit of the additional year. Schools should continue to utilize a range of assessment data to make the determination. Additionally, schools should also assess other developmental domains, such as social/emotional/physical domains, to determine if a child should be promoted to the first grade.

A+ (AFTER-SCHOOL PLUS) Program

Date Started:	February 1990
EDN:	Special
Current Funding Level:	\$1,729,357
Source(s):	General
Contact:	Donna Min Shiroma, Administrator Extended Learning Opportunities and Student Support Student Support Branch Telephone: 203-5510 Fax: 733-9154 E-mail address: donna_shiroma@notes.k12.hi.us

DESCRIPTION

A+ is the outcome of a joint effort of former Governor John Waihee's Subcabinet on Early Childhood Education and Child Care (chaired by then Lieutenant Governor Ben Cayetano), the Board of Education and the State Department of Education in 1989. A+ provides after-school care and supervision for latchkey elementary children grades K - 6 from the end of the school day to 5:30 p.m. during the regular school year. The program targets children of parents who are employed, attending school, in a job training program, and based on space availability, students who are considered to be "educationally at-risk."

There are approximately 22,500 students at 182 public elementary school sites, including 6 charter school sites. There are 65 sites (36%) operated by the Department and 117 sites (64%) operated by private providers who are contracted by the Department. In SY 2008-2009, there were approx. 21,500 children enrolled in A+ state-wide. This year there are about 22,500 children enrolled.

The fees for A+ are on a sliding scale based on the number of children attending the program from the family. For one child from the family attending A+, the monthly fee is \$55; 2 children - \$50 per child; 3 or more children - \$45 per child.

The cost per student for the programs run by private providers is \$80 per child. Parents pay \$55 for one child and the DOE covers the remaining \$25. For two children from a family, the parents pay \$50 each and the DOE pays \$30 each, and so on. DHS pays \$80 per child for students who are on Free or Reduced status.

FUNDING

The SY 2009-2010 general fund budget of \$1,729,357 (PID 45001) has been allocated to the districts for staffing. The DOE has a Memorandum of Understanding with the Department of Human Services (DHS) for \$6.3 million (PID 45003), in which DHS agrees to pay for the monthly cost of "latchkey" students who qualify for free/reduced lunch. Parent fees are placed in a Revolving Fund (PID 45004) which may be used to fund program costs. The amount of funds fluctuates in accordance with student enrollment. Funds are allocated to the districts based on enrollment.

LEGAL AUTHORITY FOR THE PROGRAM

§302A-408, Hawaii Revised Statutes, gives the Department the authority to establish the A+ Program. Subsequently, the Department promulgated Chapter 400, After-School Plus (A+) Program, Hawaii Administrative Rules. The legal authority is the General Appropriations Act 160, Session Laws of Hawaii 2006.

Briefing on school closures

Senate Committee on Ways &
Means

February 18, 2010

Chapter 8-38, HAR

- Conditions under which a consolidation study must be undertaken:
 - 1/3 of bldg area requires replacement or improvements to meet prescribed standards, or
 - 1/3 of classrooms are in excess of teaching station or educational program needs, or
 - Enrollment decline and staff reductions have or will reduce the capability of the school to provide the range of educational opportunities offered at adjoining schools with larger enrollments;
and
 - adjoining schools can accommodate any relocated students without substantial capital improvements.

Procedures prior to 6/15/09

- Superintendent advises BOE a study will be undertaken.
- Complex area superintendent appoints task force.
- Task force prepares report.
- Task force holds public hearing.
- Task force makes recommendation to complex area superintendent.
- Complex area superintendent makes recommendation to superintendent.
- Superintendent makes recommendation to Board of Education.
- BOE decides.

Current procedures

- Superintendent advises BOE a study will be undertaken.
- DOE staff prepare report.
- DOE holds public hearing.
- Superintendent makes recommendation to BOE.
- BOE decides.

Studies undertaken under previous rule

School	Public hearing	BOE decision
Wailupe Valley	4/8/09	5/1/09
Keanae	12/5/09	2/18/10
Kohala Middle	1/21/10	Est April
Kaaawa	Est April	Est June
Maunaloa	Est June	Est Aug

Studies to be undertaken by DOE staff

Elementary schools

- Haleiwa
- Enchanted Lake area
- Hawaii Kai area
- Kaimuki area
- Waikiki area
- Nuuanu/Palama area
- Kalihi area
- South Kona area
- Kaneohe area
- Aiea/Pearl City area

Various school levels

- Molokai (middle & high)
- Hilo area (elem & inter.)
- Honolulu middle schools
- Laupahoehoe (K-12)

Department of Education
 Draft Scenarios for the Board of Education
 Potential Budget Reductions

POTENTIAL FY 2010-11 BUDGET ADJUSTMENTS

Component 1: Increase statewide average classroom size: 20:1, 28:1, and 30:1

	K-2	3-6	7-12	Total	Entry Level Salary	Projected Savings
Class Size Projection	39,388	46,387	66,274	152,049		
Class Size Average	20	28	30			
Teachers Required	1,969	1,657	2,209	5,835		
Existing Teachers				6,263		
Variance				<u>(428)</u>	\$43,158	(\$18,462,479)

Existing Teachers = number of teachers in Program ID 15110 Regular Education prior to Weighted Student Formula (WSF); adjusted for decreases by Department of Budget and Finance (B&F) in subsequent years.

Component 2: Potential Program Adjustments-FY 2010-11

	Projected Savings
Potential Program Eliminations	(\$13,033,339)
Potential Program Reductions	(\$91,000)
	<u>(\$13,124,339)</u>

Component 3: Potential Savings From School Consolidation/Closure Effective July 1, 2010

To Be Decided Based Upon Recommendations to BOE	Projected Savings
Waiahole, Kaaawa, Hauula Schools	(\$500,000)
Kearae, Hana Schools	\$0
Kohala Schools	(\$500,000)
Molokai Schools	(\$500,000)
Total Project Savings	<u>(\$1,500,000)</u>

FY 2010-11 Programs Reviewed for Potential Elimination
Previously Presented to Board of Education

Complex Area/ Office	EDN	Prog ID	Prog ID Description	BU 5 FTEs	BU 6 FTEs	Classified FTEs	Total FTEs	A	A1	B	C	M	Total A1-B-C- M	Program Total	Students Impacted	Impacts
Categorical Alternative Educational Programs																
OCISS	EDN 100	18832	Alternative Learning Center	12.00	-	-	12.00	575,051					-	575,051	118	The 12 secondary schools will be without an alternative program to meet the needs of their at-risk and alienated students.
OCISS	EDN 100	18858	Molokai Alternative Program	1.00	-	-	1.00	41,899					-	41,899	9	Molokai High School would be without an alternative program to meet the needs of their at-risk and alienated students.
OCISS	EDN 100	18859	Mauai Alternative Program	2.00	-	1.00	3.00	137,785					-	137,785	12	Baldwin High School and Lahainaluna High School would be without an alternative program to meet the needs of their at-risk and alienated students.
OCISS	EDN 100	18860	Kauai Alternative Program	2.00	-	-	2.00	105,185					-	105,185	41	Kapaa High School and Waimea High School would be without an alternative program to meet the needs of their at-risk and alienated students.
OCISS	EDN 100	18861	Kona Ho'oponopono	2.00	-	-	2.00	91,928					-	91,928	9	Konawaena High School would be without an alternative program to meet the needs of their at-risk and alienated students.
OCISS	EDN 100	18862	Hilo Hukliike	-	-	4.00	4.00	129,367					-	129,367	8	Hilo Intermediate, Keaau Intermediate and Waiakea Intermediate would be without alternative programs to meet the needs of their at-risk and alienated students.
OCISS	EDN 100	18863	High Core (Storefront)	7.00	-	1.00	8.00	381,213	88,880	32,397			121,277	502,490	279	The schools, primarily in Central District, will be without a necessary alternative program to meet the needs of severely alienated students. These students would return to their home schools and risk dropping out with additional costs to society.
OCISS	EDN 100	18873	Hale O'Ulu (POS)	-	-	-	-			190,000			190,000	190,000	95	The schools, primarily in Leeward District, will be without an alternative program to meet the needs of severely alienated students. These students would return to their home schools and risk dropping out of school.
OCISS	EDN 100	18890	Hawaii Alternative Program	6.00	-	-	6.00	261,573					-	261,573	51	The four secondary schools would be without an alternative program to meet the needs of their at-risk and alienated students.
OCISS	EDN 100	18891	Hilo High School Alternative Program	3.00	-	-	3.00	166,465					-	166,465	69	Hilo High School and Waiakea High School would be without an alternative program to meet the needs of their at-risk and alienated students.
			Total Program Eliminations	35.00	-	6.00	41.00	1,890,486	88,880	222,397	-	-	311,277	2,201,763		
Categorical Direct Educational Programs																
OCISS	EDN 100	12261	Hawaii Even Start Literacy Program	-	-	-	-		352,000				352,000	352,000	186	The impact on schools and the Department if this budget is completely eliminated will mean that this program will not exist. In addition, to the number of students who are impacted by this program, the program is currently servicing 90 families and 90 adults who participate in all components of the family literacy model. These numbers are down from the previous school year due to the cut in funds at the State and Federal level. All parents involved in the program have continued to be an active participant in their child's education both their child's education both at the school and at home.
CA Aiea - Moanalua - Radford	EDN 100	12263	Inclusion Program	-	-	-	-		41,831				41,831	41,831	598	This will probably negatively impact student learning and decrease the number of special education students who meet or exceed proficiency on the Hawaii State Assessment. In 2009, the school's special education population proficiency in Reading was 32% compared to the State's target of 18% and in Math 28% compared to the State's target of 11%. Converting to a pull-out program, will probably lower special education students' self esteem and increase negative behavior thus impacting student learning.
CA Hawaii - West	EDN 100	12653	Onizuka Memorial Space Museum	1.00	-	-	1.00	63,782					-	63,782	10,225	A valuable community and academic resource would be eliminated. The legacy and contribution to the Big Island community provided by the memory of Ellison Onizuka and the encouragement to students to enter the fields of math, science and aerospace studies would be compromised.

FY 2010-11 Programs Reviewed for Potential Elimination
Previously Presented to Board of Education

Complex Area/ Office	EDN	Prog ID	Prog ID Description	BU 5 FTEs	BU 6 FTEs	Classified FTEs	Total FTEs	A	A1	B	C	M	Total A1-B-C- M	Program Total	Students Impacted	Impacts
CA Kapaa - Kauai Waimea	EDN 100	12659	Kokee Discovery Center	-	-	2.00	2.00	57,730					-	57,730	1,244	Students, adults, and community members will not have the opportunity to experience nature and science in a natural setting such as the Kokee Discovery Center. Kokee is a nature preserve that provides the environment for learning that cannot be replaced by textbooks or videos. Student learning will not take place without the real life experiences of the sight, sound, smell, and touch that is provided at the Kokee Discovery Center.
CA Hana - Lahainaluna - Lanai - Molokai	EDN 100	16173	Lahainaluna Boarding Dept-Gen Fund	4.00	-	5.00	9.00	336,878	4,400	148,570	33,250		186,220	523,098	116	a. Elimination of the boarding program b. Change in educational programs for Boarders c. Decrease of approximately 15 certified positions d. Increase costs to cover ground maintenance since Boarders maintain landscaping and grounds work. e. Change in the roles of custodians since custodians do not do yard work. (only 2.0 FTE custodians) f. Negative effect on the culture on the campus and in the Lahaina community and on the state --a chapter of Hawaiian history will be lost forever.
CA Nanakuli - Waianae	EDN 100	16405	Nanaiakapono Community/School Museum	-	-	2.50	2.50	64,515		4,656			4,656	69,171	31,453	It is the only program in the entire State of Hawaii that has been in the community for over four decades. This museum has touched the lives of multiple generations of families in the Nanakuli Community as well as neighboring communities and communities at large. It would be an understatement to say that we only service the Leeward Community, because if you see the work of our staff, you would see that we have museum students all over the Pacific Ocean. People of young and old seek our guidance and knowledge through email, U.S. mail, personal visits, and phone calls. These curious folks become our hanai students, and view us as their vessel of resource. The Hawaiian students as well as our other students of Pacific origin, will not have a place to reflect, study, and learn about their ancestors and their cultural contributions to this world. Students will no have pride for their community and their self esteem will diminish. Truancy and drop out rates will increase. Students will lose interest in their culture, themselves, their families, their communities, and for life itself if we eliminate what the students at Nanaiakapono and throughout the Pacific look forward to. Nanakuli has the largest population of Native Hawaiian families, along with the largest Hawaiian Homestead on the island of O'ahu. It would be greatly affected by the elimination of the museum's budget.
OCISS	EDN 100	16733	Earth Space Related Activities	-	-	-	-			42,366	32,205		74,571	74,571	172,327	If funding is eliminated, opportunities for students to gain hands-on, relevant information on careers in space-related occupations will be non-existent in the DOE. Adverse impact on teacher training opportunities, supplemental instructional resources and support for Highly Qualified science teachers will be eliminated. Shortage of science teachers will be intensified and will severely impact the move to a more rigorous graduation requirement for science.
OCISS	EDN 100	16736	Peer Education Program	15.00	-	-	15.00	700,585					-	700,585	187,551	25 schools would in essence lose a teaching position. There would be no support for teacher training. 2 MOA's for suicide prevention and pregnancy prevention would not be completed.
OCISS	EDN 100	16770	Learning Centers	14.50	-	-	14.50	734,605	699,248	18,190	6,525		723,963	1,458,568	6,000	LC would no longer exist at high schools, eliminating drama and music programs, reducing robotics participation, and limiting inter-school activities such as the speech and band festivals. Students not involved with sports would have no outlet for growth, connectedness or motivation. Funding established by the 1986 Legislature would no longer realize the vision of high schools with specialized learning focus or provide motivation for students to remain in school. Students with talents and skills beyond academics would be marginalized and neglected.

FY 2010-11 Programs Reviewed for Potential Elimination
Previously Presented to Board of Education

Complex Area/ Office	EDN	Prog ID	Prog ID Description	BU 5 FTEs	BU 6 FTEs	Classified FTEs	Total FTEs	A	A1	B	C	M	Total A1-B-C- M	Program Total	Students Impacted	Impacts
OCISS	EDN 100	16774	Lions Quest	-	-	-	-			79,181			79,181	79,181	1,000	No training or materials for the schools that use the Lion's Quest curriculum.
CA Campbell - Kapolei	EDN 100	16791	Challenger Center	3.00	-	1.00	4.00	200,232		44,650			44,650	244,882	4,879	DOE would be liable for violating the terms of signed contracts with CCSSE & NASA. The approximately 5,000 middle school students & teachers from public, charter and private schools who annually utilize the standards based programs would no longer be able to participate. Middle schools teachers and students would no longer be able to assess and improve their students scientific literacy, team work, communication, critical thinking & problem solving skills in relation to the HCPSII & GLOs. 17 years and millions of dollars invested by the State of Hawaii and private donors as well as the legacy established as the 14th Challenger Center would be lost.
CA Ka - Keaau - Pahoa	EDN 100	16850	Keakealani Outdoor Education Center	1.00	-	0.50	1.50	73,848		14,396			14,396	88,244	1,359	Available student participants will not have an enriching hands-on science experience that would have increased their awareness regarding Hawaii's unique native environment.
OCISS	EDN 100	27585	Pacific and Asian Affairs Council (POS)	-	-	-	-			40,706			40,706	40,706	2,300	The opportunity for teachers and students to participate in global education programs, i.e., (PAAC clubs, after school classes, the Academic World Quest competition, and various travel programs) will be diminished. PAAC also brings additional funds to the high school programs through foundation grants and donations.
CA Pearl City - Waipahu	EDN 200	25043	NCEE-Based Reading Program	6.00	-	-	6.00	269,728	28,160	67,247	38,000		133,407	403,135	938	Highlands Intermediate would lose five language arts teachers as well as a seventh period that currently enables students to participate in Reader's and Writer's workshops. Also, historical data (Hawaii State Assessments Results) shows that reading scores have risen/fallen as funding for these mentioned resources were made available/unavailable.
Total Program Eliminations				44.50	-	11.00	55.50	2,501,903	1,125,639	459,962	109,980	-	1,695,581	4,197,484		
Adult Education																
OCISS	EDN 500	46401	State Administrative Services - Adult Ed	-	1.50	0.50	2.00	143,358		4,993			4,993	148,351	25,700	State staff are essential to the implementation of statewide adult education programs. There would be no oversight of the Adult Secondary Education program (GED® and Competency-Based HS Diploma Programs) and related professional development. Also, there would be no monitoring of Testing Centers and the regulation and licensure of Private Trade, Vocational and Technical Schools.
OCISS	EDN 500	46403	School Level Administration - Adult Ed	11.00	22.00	21.00	54.00	3,937,660	953,855	158,246	25,650		1,137,851	5,075,511	25,700	If the budget was totally eliminated the following would occur: a) Closure of all eleven adult schools in the state. It would be impossible to maintain services with additional budgetary cuts. b) The Department stands to lose approx \$1.2 million federal funds if the AEFLA Maintenance of Effort is not sustained. c) The low-income and minimally skilled adults, incarcerated or institutionalized individuals, and specialized education classes (Helemano Plantation & Olomana Alternative) will be impacted. d) Sanctions may be applied by USDOE if educational services are not rendered to those incarcerated (federal mandate). e) Services and partnerships with various outside agencies (i.e. DHS,WDC,DLIR) would be affected.
Total Program Eliminations				11.00	23.50	21.50	56.00	4,081,018	953,855	163,239	25,650	-	1,142,844	5,223,862		

FY 2010-11 Programs Reviewed for Potential Elimination
Previously Presented to Board of Education

Complex Area/ Office	EDN	Prog ID	Prog ID Description	BU 5 FTEs	BU 6 FTEs	Classified FTEs	Total FTEs	A	A1	B	C	M	Total A1-B-C- M	Program Total	Students Impacted	Impacts
Other Categorical Non-Instructional Programs																
OHR	EDN 150	28176	Training & Retention MOAs	-	-	-	-			1,269,774			1,269,774	1,269,774	172,000	Elimination of the program would have a direct impact on the shortage of SPED classroom teachers, and the recruitment and retention of qualified teachers. In addition, the DOE would jeopardize its obligation to provide adequate services to students with special needs as settled with the Federal Courts in the Felix Consent Decree (the DOE would have fewer SPED teachers to serve special needs students and the quality of new SPED teachers would be reduced as the UH SPED program is trimmed of services).
OHR	EDN 300	33122	Para Educator Training Program	-	-	-	-			59,375			59,375	59,375	-	Elimination of this program will result in the Department of Education not being able to recruit Educational Assistants within the requirements of NCLB. In addition, retaining paraeducators may become difficult due to the limited services that would be offered to staff. With fewer qualified Educational Assistants, students with special needs will have a harder time achieving their full potential.
OSFSS	EDN 400	37730	School Inspection	-	1.00	-	1.00	78,681		2,400			2,400	81,081	172,327	Requirements of the program will be delegated to other personnel who have primary responsibilities. Not certain what kind of impact to this program as well as other programs.
			Total Program Eliminations	-	1.00	-	1.00	78,681	-	1,331,549	-	-	1,331,549	1,410,230		
			Total Program Eliminations-FY 2010-11	90.50	24.50	38.50	153.50	8,552,088	2,168,474	2,177,147	135,630	-	4,481,251	13,033,339		

FY 2010-11 Programs Reviewed for Potential Partial Reduction
 Previously Presented to Board of Education

Complex Area/ Office	EDN	Prog ID	Prog ID Description	BU 5 FTEs	BU6 FTEs	Classified FTEs	Total FTEs	A	A1	B	C	M	Total A1-B-C-M	Program Total	Reductions	Adjusted Total	Students Impacted	Impacts
Categorical Direct Educational Programs - Partial Reduction																		
SCHOOLS	EDN 100	17210	Jefferson Orthopedic Unit	5.00	1.00	4.00	10.00	417,196	31,680	8,341			40,021	457,217	(91,443)	365,774	376	The Complex Area Superintendent recommended that the Jefferson Orthopedic Unit be folded into the WSF. The program impact provided indicated that even with the 20% decrease in funding, the Jefferson Orthopedic Unit would be minimally affected.
			Total Program - Partial Reduction	5.00	1.00	4.00	10.00	417,196	31,680	8,341	-	-	40,021	457,217	(91,443)	365,774	376	