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KATHRYN S. MATAYOSHI
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
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Date: 04/05/2016
Time: 02:15 PM
Location: 308
Committee: House Finance

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

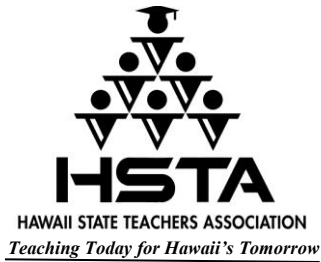
Title of Resolution: HCR 124 REQUESTING THE OFFICE OF THE AUDITOR TO CONDUCT A STUDY ON THE RESPONSIBLE EXPENDITURE OF SPECIAL EDUCATION FUNDS BY THE DEPARTMENT OF EDUCATION.

Purpose of Resolution:

Department's Position:

The Department of Education (Department) supports the intent of HCR 124 that requests the Office of the Auditor to conduct a study on the responsible expenditure of special education funds.

Thank you for the opportunity to provide testimony on this measure.



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Corey Rosenlee
President
Justin Hughey
Vice President
Amy Perruso
Secretary-Treasurer
Wilbert Holck
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TESTIMONY BEFORE THE HOUSE COMMITTEE ON
FINANCE

RE: HCR 124/HR 78 - REQUESTING THE OFFICE OF THE AUDITOR TO
CONDUCT A STUDY ON THE RESPONSIBLE EXPENDITURE OF
SPECIAL EDUCATION FUNDS BY THE DEPARTMENT OF EDUCATION.

TUESDAY, APRIL 5, 2016

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Luke and Members of the Committee:

The Hawaii State Teachers Association **strongly supports HCR 124/HR 78**, requesting the Office of the Auditor to conduct a study on the responsible expenditure of special education funds by the Department of Education.

Special education instruction meets the unique needs of students with disabilities, including academic, speech-language, psychological, physical and occupational, and counseling accommodations. Governed by the federal Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and state regulations requiring the Hawai'i State Department of Education to provide a free, appropriate public education (FAPE) to eligible students, special education services are made available to any student aged 3 to 22 who demonstrates a need for specially designed instruction.

Despite reform efforts over the past 15 years, special education in Hawai'i requires additional support. On statewide assessments, most of Hawaii's special needs students are performing below grade level in reading and mathematics. In the 2013-2014 academic year, only 22 percent were proficient in reading and 15 percent proficient in math. Moreover, between the 2004-2005 and 2013-2014 academic years, the achievement gap between special education students and their general education peers increased to 48.2 percent in reading and 48.8 percent in math, an approximate change of 10 percent in reading and 27 percent in math.



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To boost performance, we must decrease the workload of special education teachers and provide additional funding for special needs classrooms. This can only be achieved, however, if special needs students are not viewed as homogenous, but instead as existing on a wide spectrum of capabilities and needs. Moreover, in some schools, as many as a third of our students have individual education plans (IEPs). Special education teachers are often overburdened with paperwork, lack adequate time to complete IEP tasks, and have insufficient funds for learning materials and equipment. In a 2015 HSTA survey of special education teachers, more than 70 percent reported that they were not given adequate time to lesson plan or complete IEP reporting during the work day, while 60 percent of SPED teachers said that they did not receive appropriate support from school administrators.

SPED teachers' plight was exacerbated in the 2010-2011 school year, when, due to a loss of federal funding, the DOE discontinued yearly supplemental supply funding of \$1,690 per teacher. As a result, 63 percent of SPED teachers responding to the survey revealed that they had not received any separate SPED allocation from school administrators for supplies or curriculum, and more than 80 percent stated that they had made out-of-pocket purchases to meet specific student needs. Accordingly, we urge you to give special education teachers additional preparation time and funds for instructional materials, the latter of which we estimate would cost roughly \$3,750,000 if the \$1,690 supplemental supply funding is reinstated for all SPED teachers systemwide. This resolution's call for a comprehensive account of EDN 150 expenditures and use of Medicaid funds to shore up special education programming are, we think, bold steps toward a more equitable learning system for students with disabilities.

Because special needs children deserve every opportunity to succeed, the Hawai'i State Teachers Association asks your committee to **support** this resolution.