



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/01/2019
Time: 02:45 PM
Location: 229
Committee: Senate Education

Department: Education
Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education
Title of Bill: SB 0090 RELATING TO THE DEPARTMENT OF EDUCATION.
Purpose of Bill: Appropriates funds for operating expenses of the department of education.

Department's Position:
Chair Kidani, Vice Chair Mercado Kim, and committee members:

Thank you for the opportunity to testify on behalf of the Department of Education (Department) in support of Senate Bill 90 that appropriates funds for the operating expenses of the Department for Fiscal Biennium (FB) 2019-21.

We understand that this bill provides additional funds and positions and makes other adjustments to our base budget, and that another bill appropriates funding for the Department's base, which is comprised of appropriations authorized by Act 53/SLH 2018, the Supplemental Appropriations Act, plus collective bargaining increases less non-recurring expenditures. Furthermore, it is our understanding that this will not be the only appropriation measure introduced this session related to the Department.

A key part of our budget for FB 2019-21 involves trade-off/transfer adjustments to realign our base budget and make optimum use of our current resources. These trade-off/transfer adjustments are not requests for additional funding. However, many of these adjustments coincide with our requests for new Full-Time Equivalent positions that will be funded with realigned resources. As such, we respectfully ask for your consideration in keeping these adjustments intact in order to implement these program efficiencies.

The base funding, the realignment of our current resources, and the additional resources requested will help the Department to meet its primary mission of equity, excellence and innovation for all of our public schools.

We respectfully note several technical observations for your consideration :

- The language in Section 2 appears to indicate that this bill provides additional appropriations based on the Supplemental Appropriations Act of 2018 (Act 49, SLH 2017, as amended by Act 53, SLH 2018), which does not include collective bargaining increases for Fiscal Years 2019-20 and 2020-21.
- Also in Section 2, PROGRAM APPROPRIATIONS:
 1. “MOF” (Means of Financing) symbols for the position adjustment requests are not indicated.
 2. “PROG. ID” and “PROGRAM” reflect the program identifiers and titles of the requests as submitted and not necessarily the identifiers and titles used in the Statewide program structure.
 3. EXPENDING AGENCY for the Department, “EDN”, is missing from some of the proposed appropriations.

We also note: Not all requested adjustments and budget requests for FB 2019-21 appear in the bill, and we appreciate your committee’s support for their inclusion whether in this bill or in other bills heard before the committee.

Our next decade of work will require operational, policy, financial, and community partnership support. As our budget makes its way through the legislative process, we look forward to working with the Senate Education Committee on shaping the future for quality education for our students.

We appreciate the opportunity to testify and will be available to answer any questions.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.



STATE OF HAWAII
Executive Office on Early Learning
2759 South King Street
HONOLULU, HAWAII 96826



January 31, 2019

TO: Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice-Chair
Senate Committee on Education

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: **Measure:** S.B. No. 90 – Relating to the Department of Education
Hearing Date: February 1, 2019
Time: 2:45 p.m.
Location: Room 229

Bill Description: Appropriates funds for operating expenses of the department of education.

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Support

Good afternoon. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL is in strong support of S.B. 90.

We appreciate the Legislature's support of EOEL's work to increase access to high-quality early learning. EOEL is statutorily responsible for the development of the State's early childhood system that shall a spectrum of high-quality development and learning opportunities for children throughout the state, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children.

We appreciate this vehicle for our budget requests this fiscal biennium. Thank you for allowing us to highlight the following items in our budget request:

1) One full-time equivalent (1.0 FTE) Institutional Analyst position

EOEL is requesting an Institutional Analyst position for the EOEL Public Prekindergarten Program to:

- Oversee evaluation of the Program's child outcomes, teacher-student interactions, and coordination of professional learning sessions;
- Provide information, guidelines, and technical assistance including training related to the assessment tools and communication platforms;
- Collect, review, analyze, monitor, and report data for the program, including student data, staff qualification and stability data, and professional learning support data;
- Assist in coordination, preparation, and review of policies, guidelines, and procedures related to the implementation of the Program; and

- Plan, direct, and coordinate the application process for the Program as well as communicate and coordinate the application process with schools.

2) One full-time equivalent (1.0 FTE) Office Assistant position

EOEL is requesting an Office Assistant to provide administrative support for the EOEL Public Pre-K Program. The Office Assistant will be responsible for such tasks as intake and tracking of applications, preparing purchase orders for needed materials and supplies required for Program staff to provide support to schools, preparing the necessary paperwork for travel and making travel arrangements for the educational specialist and early learning resource teachers, securing meeting rooms for Early Learning Induction Program and Early Learning Academy sessions, and preparing materials for Early Learning Induction Program and Early Learning Academy sessions.

EOEL's Educational Specialist, who has taken on many of these other responsibilities, has therefore not been able to fully focus on her primary responsibility to provide the direct support schools need in order to implement the EOEL Public Pre-K Program. DOE has traditionally served the kindergarten through grade 12 population. As a result, the schools have not yet developed, or are still developing, the knowledge and experience needed to appropriately serve prekindergarten-aged children, and the Educational Specialist, who is required to have a master's degree in early childhood education, fills a large need for the schools, school leadership, teachers, educational assistants, and their students. To address the demands of this current workload, especially with the recent expansion of the Program to more schools, the Educational Specialist requires the assistance of an Institutional Analyst and Office Assistant.

3) Expansion of the EOEL Public Pre-K Program

To address the need to increase access to pre-K for our keiki, the 2014 Legislature allocated funds to EOEL to implement a high-quality pre-K program starting with 20 classrooms in the 2014-2015 school year. In 2017, EOEL requested funds for 10 additional classrooms and received funding for five classrooms. As a result, the EOEL Public Pre-K Program can serve up to 520 four-year-old children in Hawaii; EOEL recognizes that other providers, including federal Head Start and community-based providers, also play a critical role in increasing access for our children. EOEL has plans to expand the Program to ensure high-quality pre-K for our keiki as it continues to work intently with its partners to develop the severely limited pool of qualified early childhood educators needed to teach in new classrooms. In fall 2018, DOE identified 22 public schools at which classrooms are available for pre-K. EOEL is currently working with DOE to review school applications. For the past few years, EOEL has reviewed school applications using the following criteria:

- (1) **Community need.** The percentage of the population of school/community that meets the priority categories identified in statute – targeting those who can benefit the most from early learning opportunities – is considered. In addition to the following underserved and at-risk populations, EOEL must prioritize families with incomes at or below 300% of the federal poverty guidelines for Hawaii:
 - a. Special education;
 - b. English language learners;
 - c. Foster children; and
 - d. Homeless.

- (2) **Community need.** Existing programs on the school campus and in the surrounding area, as well as the community's need for additional seats, is considered. (An existing program may have already developed good relationships with families, the community, and school, and should not be replaced by a new pre-K classroom.)
 - a. Schools are required to include this information on applications. EOEL also looks into information on EOEL's end (including community data, the results of the 2017 Early Learning Needs Assessment, and location of federal Head Start and charter school pre-K classrooms).
- (3) **Availability of space.** The school has a classroom and identified outdoor play space that addresses (or which may reasonably be retrofitted to address) the health and safety requirements of a program for 4-year-old children (based on Hawaii Department of Human Services administrative rules).
 - a. We recognize the high costs of facilities, and are trying to be fiscally responsible. Since the start of our program 4 years ago, we have not had to request any CIP funds.
- (4) **Principal interest.** The principal is committed to implementing a high-quality early learning program through active participation in professional development sessions with school teams and professional learning communities, with the end goal of having a high-quality early learning program in which there is continuity and alignment between and across programs and grade levels to ensure positive outcomes are sustained. The principal, as the school's leader and who supports and evaluates his/her pre-K teachers, is key to implementation of a successful pre-K program.
 - a. As other states across the nation are building up their public pre-K programs, they too are finding that their principals need ongoing support and training.

4) One full-time equivalent (1.0 FTE) Program Specialist position for workforce development

In addition to administering the EOEL Public Pre-K Program, EOEL is responsible for coordination of the comprehensive early childhood system to help ensure a solid foundation for Hawaii's young children, prenatal to age five, by working with partners, families, and communities, connecting policies, programs, and funding in relation to health, safety, early childhood education, and school readiness and success. Included in EOEL's responsibilities is the coordination of efforts to develop a highly-qualified, stable and diverse workforce, which is one of the key components needed to ensure the positive outcomes that are associated with early learning. At best, Hawaii's early childhood workforce can be described as fragmented where providers work in disparate systems, and the expectations and requirements for their preparation and credentials have not kept pace with what the science of child development and early learning indicates children need. Better support for early care and education professionals requires mobilizing leadership at the local and state levels; building a culture in higher education, and ongoing professional learning that reflects the importance of establishing a cohesive workforce for our young children; ensuring practice environments that enable and reinforce the quality of their work; making substantial improvements in working conditions, well-being, compensation, and perceived status; and creating consistency across local, state, and national systems, policies, and infrastructure. EOEL is requesting this position to coordinate efforts that support the development of Hawaii's early childhood workforce.

5) One full-time equivalent (1.0 FTE) Communications Specialist position

The EOEL Public Pre-K Program prioritizes children who are at risk, pursuant to statute – research shows that early learning benefits all children, but more so those who are at risk, helping to minimize the achievement gap. To help ensure the Program reaches especially these families, they must be made aware of the importance of early learning and the availability of the Program for their children through a broad range of communication methods. Currently, the primary method EOEL employs to communicate with families is its website, which must be improved significantly to be made more family-friendly. A Communications Specialist dedicated to improving website content as part of his or her overall responsibility to share information about early learning will greatly enhance EOEL’s ability to communicate more widely with families as well as the general public. The position will also help address EOEL’s statutory responsibilities to build the State’s early learning system for children from prenatal care until the time they enter kindergarten, which involves coordinating across the public and private sectors to maximize the engagement of families, caregivers, and teachers in the early learning system; releasing data relating to early learning in the state; generally promoting awareness of early learning opportunities to families and the general public; and consulting with community groups ... all of which involve communications efforts. In addition, the Communications Specialist will address the communications needs of the Early Learning Board (ELB), EOEL’s governing board. EOEL and ELB are facilitating the next phase of Hawaii’s Early Childhood State Plan. ELB will be monitoring progress made by public and private partners toward achieving shared goals delineated in the Plan, and the Plan will need to be widely communicated to maximize engagement in work around early childhood.

For each of the positions and to otherwise support EOEL’s work, we are requesting computer equipment and software, phones and phone lines, and furniture.

Thank you for the opportunity to testify on this bill. I am happy to answer any questions you may have.

LATE

TO: Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice-Chair
Senate Committee on Education

FROM: Robert G. Peters, Chair, Early Learning Board

SUBJECT: **Measure:** S.B. No. 90 – Relating to the Department of Education
Hearing Date: February 1, 2019
Time: 2:45 p.m.
Location: Room 229

Bill Description: Appropriates funds for operating expenses of the department of education

Early Learning Board's Position: Support

Thank you for this opportunity to testify on behalf of the Early Learning Board in support of S.B. 90.

The Early Learning Board supports the Executive Office on Early Learning's request and appreciates the opportunity to highlight key elements of the EOEL request:

1) One full-time equivalent (1.0 FTE) Institutional Analyst position

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- • Oversee evaluation of the Program's child outcomes, teacher-student interactions, and coordination of professional learning sessions;
 - • Provide information, guidelines, and technical assistance including training related to the assessment tools and communication platforms;
 - • Collect, review, analyze, monitor, and report data for the program, including student data, staff qualification and stability data, and professional learning support data;
 - • Assist in coordination, preparation, and review of policies, guidelines, and procedures related to the implementation of the Program; and
-
- Plan, direct, and coordinate the application process for the Program as well as communicate and coordinate the application process with schools.

2) One full-time equivalent (1.0 FTE) Office Assistant position

EOEL is requesting an Office Assistant to provide administrative support for the EOEL Public Pre-K Program. The Office Assistant will be responsible for such tasks as intake and tracking of applications, preparing purchase orders for needed materials and supplies required for Program staff to provide support to schools, preparing the necessary paperwork for travel and making travel arrangements for the educational specialist and early learning resource teachers,

securing meeting rooms for Early Learning Induction Program and Early Learning Academy sessions, and preparing materials for Early Learning Induction Program and Early Learning Academy sessions.

EOEL's Educational Specialist, who has taken on many of these other responsibilities, has therefore not been able to fully focus on her primary responsibility to provide the direct support schools need in order to implement the EOEL Public Pre-K Program. DOE has traditionally served the kindergarten through grade 12 population. As a result, the schools have not yet developed, or are still developing, the knowledge and experience needed to appropriately serve prekindergarten-aged children, and the Educational Specialist, who is required to have a master's degree in early childhood education, fills a large need for the schools, school leadership, teachers, educational assistants, and their students. To address the demands of this current workload, especially with the recent expansion of the Program to more schools, the Educational Specialist requires the assistance of an Institutional Analyst and Office Assistant.

3) Expansion of the EOEL Public Pre-K Program

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sectors to maximize the engagement of families, caregivers, and teachers in the early learning system; releasing data relating to early learning in the state; generally promoting awareness of early learning opportunities to families and the general public; and consulting with community groups ... all of which involve communications efforts. In addition, the Communications Specialist will address the communications needs of the Early Learning Board (ELB), EOEL's governing board. EOEL and ELB are facilitating the next phase of Hawaii's Early Childhood State Plan. ELB will be monitoring progress made by public and private partners toward achieving shared goals delineated in the Plan, and the Plan will need to be widely communicated to maximize engagement in work around early childhood.

For each of the positions and to otherwise support EOEL's work, we are requesting computer equipment and software, phones and phone lines, and furniture.

The Early Learning Board appreciates the opportunity to testify on this bill in support of the Executive Office on Early Learning's efforts to develop an State wide early learning system.

LATE



KAMEHAMEHA SCHOOLS®

Senate Committee on Education

Time: 2:45 p.m.

Date: February 1, 2019

Where: Conference Room 229

TESTIMONY

By Ka'ano'i Walk

Kamehameha Schools

RE: SB 90, Relating to the Department of Education

E ka Luna Ho'omaluku Kidani, ka Hope Luna Ho'omaluku Kim, a me nā Lālā o ke Kōmike Ho'ona'auao o ka 'Aha Kenekoa, aloha kākou! My name is Ka'ano'i Walk, the Senior Policy Analyst for Kamehameha Schools.

SB 90, relating to the department of education, appropriates funds for operating expenses of the department of education. We are writing in **support** of line item 15 (EDN700/PK) in this measure.

In Hawai'i, the greatest inequity in education occurs even before a keiki starts kindergarten with a shortage of availability and access to early learning opportunities. Research shows us that more than eighty-five percent of brain development occurs from the time of birth to the age of five. Quality early learning provides a strong foundation for keiki beyond academic benefits and has positive impacts on parents, caregivers, and all of Hawai'i nei.

The new EOEL public prekindergarten classrooms will serve a high percentage of economically disadvantaged students and foster positive growth in developmental and educational areas. Public prekindergarten provides an important opportunity for all of our keiki to enter kindergarten well prepared for their lifelong educational journey. Without this critical funding, Hawai'i's upcoming four-year-olds will miss out on 440 new prekindergarten seats.

Founded in 1887, Kamehameha Schools is an educational organization striving to restore our people through education and advance a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We believe that community success is individual success, Hawaiian culture-based education leads to academic success and local leadership drives global leadership.

'A'ohe hana nui ke alu 'ia. No task is too large when we all work together! **Please advance this measure.**

SB-90

Submitted on: 1/31/2019 9:51:57 AM

Testimony for EDU on 2/1/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
cheryl	Individual	Comments	No

Comments:

Who oversees the DOE, checks and balances and how the funds are spent? There's a textbook answer and then the reason why the DOE system continues to be plagued with issues. Please distribute funds with checks and balances in place.