

LATE

DAVID Y. IGE
GOVERNOR



DR. CHRISTINA M. KISHIMOTO
SUPERINTENDENT

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

Date: 07/02/2020
Time: 10:20 AM
Location: Auditorium
Committee: Senate Ways and Means

Department: Education

Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education

Title of Bill: HB 1523, HD1, SD2 Proposed RELATING TO THE DEPARTMENT OF EDUCATION BUDGET.

Purpose of Bill: Appropriates funds for the fiscal biennium 2019-2021 operating budget of the Department of Education and certain programs of the Department of Accounting and General Services. Effective 7/1/2055. (SD1)

Department's Position:

The Department of Education (Department) supports the intent of the proposed draft of HB1523. The Department's objective to provide devices to economically-disadvantaged students is a critical component towards achieving the Digital Transformation of Education. A summary of this plan is attached to this testimony (Attachment 1), including cost estimates that could be supported out of the Coronavirus Relief Fund (CRF), as none of these efforts were anticipated in EDN300 (Attachment 2) nor in any other part of the Department's budget.

The Digital Transformation of Education for School Year 2020-2021 aims to provide equity of access to education during a time when the digital divide expands exponentially. As the gap between students whose families can afford a computer and network access and those who cannot continues to widen, the Department continues to work towards stabilizing access and equity challenges statewide. The COVID-19 pandemic has forced the Department to confront this reality immediately, requiring some or, in some cases, all learning to be undertaken remotely. Thus, the Department acknowledges that it is unable to perform its core mission of providing a quality education to all without closing that gap.

Current data enables the Department to render informed, detailed decisions that directly address this gap. This data reflects the current situation facing our schools, including information on the total number of devices schools currently have, which is 148,394, and the number of students qualifying for free or reduced school lunch as of May, which stood at 82,643 children. These data points have driven our decision-making, which has led to the school-by-school distribution of 20,785 available devices during quarter four of the 2019-20 school year while providing important baselines for the Department's immediate needs that

address accessibility gaps at specific schools. As the economy continues its downward trend, the needs of our students will continue on the upward trajectory. This fact will require the exhaustion of the Department's limited resources to meet the increasing reliance on technological needs.

Acknowledging the importance of digital devices is just a part of the requirement for a digital transformation. The Department must continue to develop effective device management structures, which include security of the devices, the maintenance of a dependable network interface, and the provision of technology support for both families and Department staff. Distance education structures will need flexibility and must be expanded to effectively meet the constantly-evolving instructional needs and materials, while digital learning materials are procured. The Department's proposed Ohana Help Desk aims to provide the necessary support for families to ensure the academic success and implementation of distance learning platforms.

These are all challenges the Department is working to meet with the continued support of its essential partners at the Legislature, the Board of Education, and our school communities statewide. We look forward to a continued dialogue on providing improved equity of access for Hawaii's public school students during these challenging times.

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

Mahalo for your continuous support.

The Hawai'i State Department of Education is committed to delivering on our promises to students, providing an equitable, excellent, and innovative learning environment in every school to engage and elevate our communities. 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.



ACCELERATING DIGITAL TRANSFORMATION



digital transformation noun

dig·i·tal trans·for·ma·tion | \ di-je-tel trans-for-mā-shen

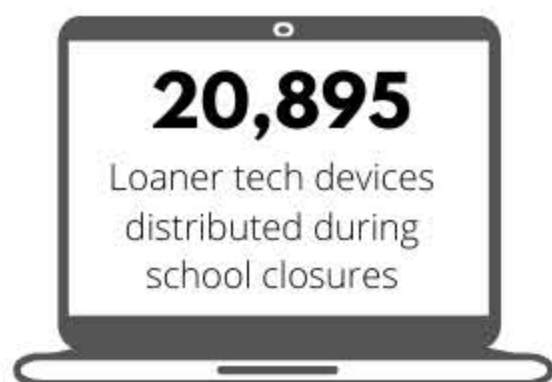
The invention and implementation of a new way of working, leveraging the capabilities of pervasive new technology such as automation, machine learning, agility and ubiquitous access.

MOVING SCHOOLS INTO THE FUTURE

The COVID-19 pandemic highlighted areas for improvement within our public schools while also creating the conditions to embrace innovation and empowerment faster. Schools have the opportunity to accelerate digital transformation to best serve all students, recognizing that distance learning is not a one-size-fits-all solution.

The acceleration of our digital transformation enables more individualized experiences for students while also allowing us to be more resilient in the face of COVID-related changes. Schools will open up new, equitable opportunities for learning and new ways for the Department to better address existing equity challenges.

BY THE NUMBERS



Right now, access to devices in school and at home varies from school to school, and connectivity varies from community to community.

The Department is conducting distance-learning surveys of teachers, secondary students, and parents to capture data around device and internet access, preferences for distance versus in-person learning, support needed and more. The surveys will help the Department make key decisions about technology investments and instruction delivery.

DIGITAL SUPPORT IN PROGRESS

Work is underway to accelerate digital transformation.



'OHANA HELP DESK

Technical support for families and educators is necessary as we transition to utilizing more technology-based curriculum.



LEARNING MANAGEMENT APPLICATIONS

Learning management applications (e.g., Google Classroom, WebEx, Blackboard) allow teachers to communicate with students and families, create and collect assignments, and manage the everyday functions of teaching in an online or blended learning environment.



DIGITAL CURRICULUM

Content for online delivery differs from the face-to-face setting. Having curriculum readily available for online delivery modeled by the established E-School online learning program is imperative for successful implementation.



CREDIT-RECOVERY

Credit recovery ensures students remain on track for learning. Falling behind in any area is detrimental to the overall success of a student.



DIGITAL LEARNING HUBS

Digital learning hubs are a mobile approach to take learning and supports into communities.

**ON THE BACK:
LEARN HOW YOU CAN HELP**



WE NEED YOUR KOKUA

The HIDEOE is the largest producer of talent in the state, preparing the next generation for college, career and community. Invest today in tomorrow's leaders by providing Hawai'i's public school students with the tools they need to be competitive in your market.

DESIGN-BASED LEARNING EXPERIENCES

Digital transformation along with industry partnerships will provide students with relevant, design-based learning experiences, with outcomes aligned to the five student promises in the 2030 Promise Plan – Hawai'i, Equity, School Design, Empowerment and Innovation.



Hands-on experiences. ✓ ✓ ✓ ✓ ✓

International exchange partnerships. ✓ ✓ ✓ ✓ ✓

Incubators for learning, for kokua, for teaching others. ✓ ✓ ✓ ✓ ✓

Project-, product-, problem-based opportunities provided by community partners. ✓ ✓ ✓ ✓ ✓

HOW YOU CAN HELP



TO GET INVOLVED, CONTACT:

Camille Masutomi for
 Superintendent Dr. Christina Kishimoto
 (808) 784-6165 | digitaltransformation@k12.hi.us

DIGITAL TRANSFORMATION COST ITEMS



DEVICES

\$5,457,591 – Emergency device purchases
 \$1,771,280 – Management solution
 \$41,231,500 – Guaranteed device access for Title I students



CONNECTIVITY

\$2,891,097 – MiFi and mobile hubs
 \$1,800,000 – Network expansion



TRAINING/SUPPORT

\$1,500,000 – 'Ohana Help Desk/Parent training (est.)
 \$3,200,000 – Distance learning platform (est.) expansion



TOTAL EQUITY INVESTMENT

\$57.8 million
 *Estimate as of June 2020

EDN 300, General Funds

Funding Source Concerns:

Consistent with the State's budget structure, the Department's "EDN 300, general funds" are used to support the Department-wide work in areas such as: federal compliance; military interstate compact participation; internal audit; policy and planning; community engagement; data governance; technology systems development and support; criminal history background checks; bloodborne pathogen control; personnel professional development; recruitment and retention programs; labor relations; investigations; labor negotiations; workers compensation administration; civil rights compliance; procurement; budget; payroll; vendor payments; and accounting.

S.B. 126 CD1, which was just passed on June 26th, includes an appropriation for EDN300 general funds that was adjusted by -\$503,895 in FY19-20, and -\$2,337,306 in FY20-21. While this level of reduction will already necessitate considerable belt-tightening, the Governor's Interim Budget Execution Policies for FY20-21 call for an additional and "temporary" 10% restriction.

The outlook is that state general funds are an unstable/unreliable source of support at best for not only basic operations, but also critical needs to respond to the pandemic. These critical needs include such actions as the purchase of devices.

Additionally, as an expense for school-level activities, the customary area of the budget for this expense would be EDN100 School-Based Budgeting. Nevertheless, this area of the budget was adjusted by in S.B. 126 by -\$35.7 million.

The Department would respectfully request that an alternative and reliable source of funding be identified to meet this priority need.



LATE

KAMEHAMEHA SCHOOLS®

Senate Committee on Ways and Means

Time: 10:20 a.m.

Date: July 2, 2020

Where: Auditorium

TESTIMONY

By Ka‘ano‘i Walk

Kamehameha Schools

RE: HB 1523, HD1, Proposed SD2, Relating to the Department of Education Budget

E ka Luna Ho‘omalua Dela Cruz, ka Hope Luna Ho‘omalua Keith-Agaran, a me nā Lālā o ke Kōmike o nā Loa‘a a me nā Ho‘olilo o ka ‘Aha Kenekoa! My name is Ka‘ano‘i Walk, the Senior Policy Analyst for Kamehameha Schools.

As an institution seeking to advance education in Hawai‘i, Kamehameha Schools is in **support** of HB 1523, HD1, Proposed SD2. This bill will help bridge the inequities in access to digital education by dedicating a portion of the Department of Education’s budget to providing devices for schools with identified needs and a student population of fifty per cent or greater who receive free or reduced-price lunch.

The COVID-19 pandemic continues to affect us all in Hawai‘i, including our keiki and families in education. On March 18, the Hawai‘i Department of Education (HIDOE) announced the closure of all public schools and on the following day, an agreement with the HSTA provided a plan to offer a continuity of education through the pandemic: a major shift from meeting in-person to distance learning. While some students and families were already equipped for this monumental shift to distance learning, others were not as fortunate.

Prior to COVID-19 reaching our islands, in the Native Hawaiian community, nearly 1 in 5 households were without internet access and 1 in 10 were without a computer. Furthermore, preliminary data collected from the HIDOE’s Student Distance-Learning Survey confirm this inequity, where 43% of Native Hawaiian students—as compared to 40% of Pacific Islander students and 29% of all students statewide—do not have enough devices available in the household for each family member to use at the same time. And while the survey also shows that the majority of HIDOE students do have reliable internet access at home (76%), too many remaining students still lack reliable internet access in their home (24%). Moving forward, the home may continue to serve as the classroom for students through this upcoming school year. With this knowledge of the digital inequities in education, we must support our most economically vulnerable keiki. All students deserve equitable *access* to education.

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.**