



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

February 9, 2019

TO: Representative Justin H. Woodson, Chair
Representative Mark J. Hashem, Vice-Chair, Lower Education
Representative Amy A. Perruso, Vice-Chair, Higher Education
House Committee on Lower & Higher Education

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: Measure: H.B. No. 723 – RELATING TO EDUCATION
Hearing Date: February 12, 2019
Time: 2:15 p.m.
Location: Room 309

Bill Description: Encourages whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools. Supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size. Appropriates funds.

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Comments

Good afternoon. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL appreciates the intent of H.B. 723.

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 ensure 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 respectfully note that prekindergarten is only one part of a comprehensive early childhood system of programs and services that support a child's well-being and health, beginning in the womb into their elementary years, that must work hand-in-hand to make a difference in a child's life. When we talk about expanding pre-K, we must recognize the context in which pre-K operates and the need to work in conjunction with various parts of the larger system.

The EOEL Public Pre-K Program

Accordingly we believe, the Legislature charged EOEL with administering the EOEL Public Prekindergarten Program as Hawaii's first State-funded preschool 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 of Hawaii's four-year-olds each year.

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.

Expansion of Public Pre-K

“Expansion of public pre-K is only a worthwhile public investment if children receive a high-quality education.” -W. Steven Barnett, Ph.D., Senior Co-Director, National Institute for Early Education Research, Rutgers University Graduate School of Education

When the Legislature first funded the EOEL Public Pre-K Program five years ago, the State did not have the infrastructure needed to ensure a high-quality public early learning program. The challenges we continue to face include:

- The need to **strengthen and support teacher & principal understanding of how young children learn best**, following best practices and based on the science of child development;
- A severely limited **workforce of qualified early childhood educators (i.e., those with coursework and background in early childhood, and supported with ongoing professional development**, who research shows are most effective);
 - As the Program stands now with 26 classrooms, we have difficulty recruiting and turnover is high when there is lack of understanding about the necessary qualifications.
 - Because the Program targets our underserved and at-risk children, it is especially important to have teachers trained to support them. If not, what may result are behavior issues; inappropriate referrals to special education; or suspensions & expulsions, which occur at a rate 3 times higher in public pre-K nationally than in K-12 ... and the children who can benefit the most from early learning will be left without options.

and

- Lack of P-3 transition and alignment. We are grateful that there is increasing recognition of the importance of the early years. It is important to remember, however, that one year of pre-K is not a magic bullet: **the supports that should accompany it (e.g., family partnership and support), and the years before and after (i.e., continuing the high-quality learning experience after a child leaves the pre-K classroom) are also critical to positive outcomes for children.** Whenever a school is willing, we work with them to promote continuity in K-12, which some principals have wisely recognized is key to sustaining the positive impact of early learning.

EOEL has dedicated much of its energy to combating these challenges because these components are necessary to make a difference for our keiki – what has been confirmed by research. We have the rare opportunity now to build a program from the ground up and do it right for our keiki ... and make it sustainable. **EOEL is committed to increasing access while building the needed infrastructure so the State’s investment pays off.**

In addition to providing ongoing professional learning support through the Early Learning Induction Program and Early Learning Academy which are tailored around the professional needs of the teachers and principals and include one-on-one coaching and mentoring, **we work closely with our partners across the sectors to incorporate best practices and developmentally appropriate practices for our young children.**

At the end of the 2017-18 school year, more than 9 out of 10 children participating in the Program met and/or exceeded expectations in all areas of development and learning – demonstrating

readiness for kindergarten. We attribute these good outcomes to an effective partnership between EOEL and the participating schools.

As the state’s coordinating body for early learning, EOEL is working toward increasing access to high-quality early learning programs for our keiki *together* with our public and private partners. Our community-based providers have been the mainstay of early learning programs and services for decades. EOEL’s statutory charge is to build a cohesive, comprehensive, and sustainable system in which *all* existing early learning programs and services – whether publicly- or privately-run, which consist of a variety of early learning approaches, service deliveries, and settings, including center-based programs, family child care programs, family-child interaction learning programs, and home-based instruction programs designed to promote early learning, each of which provide an important option for families – are coordinated, improved, and expanded.

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

DAVID Y. IGE
GOVERNOR



SARAH ALLEN
ADMINISTRATOR
BONNIE KAHAKUI
ASSISTANT ADMINISTRATOR

**STATE OF HAWAII
STATE PROCUREMENT OFFICE**

P.O. Box 119
Honolulu, Hawaii 96810-0119
Tel: (808) 586-0554
email: state.procurement.office@hawaii.gov
<http://spo.hawaii.gov>
Twitter: [@hawaiispo](https://twitter.com/hawaiispo)

TESTIMONY
OF
SARAH ALLEN, ADMINISTRATOR
STATE PROCUREMENT OFFICE

TO THE HOUSE COMMITTEE
ON
LOWER & HIGHER EDUCATION
February 12, 2019, 2:15 PM

HB 723
RELATING TO EDUCATION

Chair Woodson, Vice-Chairs Hashem and Perruso, and members of the committee, thank you for the opportunity to submit testimony on HB 723. The State Procurement Office's (SPO) supports the intent of the bill to provide teachers with financial support for classroom expenses but offers an alternative to a debit card system. Additionally, the SPO opposes the language exempting supplies from chapter 103D, §302A on page 13 lines 13-14.

The SPO administers the State's pCard program which includes the traditional credit card and a declining balance purchasing card (DBpC). As a participating jurisdiction, the DBpC feature is available to the Department of Education to implement at any time.

The declining balance pCard (DBpC) is comparable to a gift card rather than a traditional credit card or debit card. The DBpC is set to a specific dollar amount for each cardholder (may vary for each cardholder) and used until the value is depleted. Expiration dates may be assigned to the card allowing the issuance for a specific period (monthly, quarterly, or annually). The DBpC utilizes authorized controls for credit and merchant categories and may be used with any approved vendor accepting MasterCard.

The DBpC does not require prepayment associated with typical 'gift cards' programs or a checking or savings account required by a traditional debit card. The DOE will be billed monthly for purchases, thereby taking advantage of the float associated with the State's pCard program. The transaction amount is withdrawn immediately, but payment to the pCard provider is made based on when the cycle ends, this averages 50 days from the time the purchase is made to when the payment is due to the bank.

Currently, jurisdictions enjoy quarterly rebates based on pro-rated spend volume through the State's pCard Program. All expenditures on a declining balance pCard would also be included in the State's total spend volume and qualify for quarterly rebates, thus giving more back to the State.

The DBpC is personalized with teacher's name, offering enhanced accountability and audit tracking capabilities. The program allows the DOE to allocate budgeted funds without fear of overspending due to revolving or refreshing credit lines. Teachers will have 24-hour internet access to verify transactions and check balances.

The declining balance card program offers the Department of Education more flexibility, while maintaining control and accountability with audit capabilities.

Recommendations:

1. The State Procurement Office recommends deleting all reference to a debit card, or debit card system and replace with a Declining Balance pCard (DBpC) as follows:
 - §302A-, page 13, line 6, §302A – Purchases of supplies; ~~debit card system~~ Declining Balance pCard.
 - §302A-, page 13, lines 7 to 8, "The department may ~~establish, use,~~ use and manage a ~~school-based debit card system~~ the Declining Balance Card Program, under the existing pCard contract for the purchasing of school supplies and other related curriculum support materials.
 - §302A-, page 13, lines 10 to 12, "~~(b) The department may contract the services of another entity to provide debit cards or any other related services to implement a school-based debit card system.~~
2. The State Procurement Office opposes the language on §302A- page 13, lines 13 to 14, exempting debit card purchases from chapter 103D. SPO recommends the following language:
 - "(c) ~~Debit card~~ Declining Balance pCard purchases under this section shall be ~~exempt from~~ in accordance with chapter 103D."

The Hawaii Public Procurement Code (code) is the single source of public procurement policy to be applied equally and uniformly, while providing fairness, open competition, a level playing field, government disclosure and transparency in the procurement and contracting process vital to good government.

Public procurement's primary objective is to provide everyone equal opportunity to compete for government contracts, to prevent favoritism, collusion, or fraud in awarding of contracts. To legislate that any one entity should be exempt from compliance with both HRS chapter 103D and 103F conveys a sense of disproportionate equality in the law's application.

Exemptions to the code mean that all procurements made with taxpayer monies will not have the same oversight, accountability and transparency requirements mandated by those procurements processes provided in the code. It means that there is no requirement for due

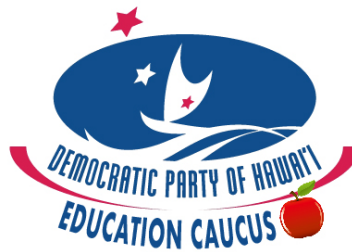
diligence, proper planning or consideration of protections for the state in contract terms and conditions, nor are there any set requirements to conduct cost and price analysis and market research or post-award contract management. As such, Agencies can choose whether to compete any procurement or go directly to one contractor. As a result, leveraging economies of scale and cost savings efficiencies found in the consistent application of the procurement code are lost. It also means Agencies are not required to adhere to the code's procurement integrity laws.

The National Association of State Procurement Officials state: "Businesses suffer when there is inconsistency in procurement laws and regulations. Complex, arcane procurement rules of numerous jurisdictions discourage competition by raising the costs to businesses to understand and comply with these different rules. Higher costs are recovered through the prices offered by a smaller pool of competitors, resulting in unnecessarily inflated costs to state and local governments."

When public bodies, are removed from the state's procurement code it results in the harm described above. As these entities create their own procurement rules, businesses are forced to track their various practices. Moreover, a public body often can no longer achieve the benefits of aggregation by using another public body's contract because different state laws and regulations may apply to the various public bodies making compliance more difficult.

Each year new procurement laws are applied to state agencies causing state agency contracts to become more complex and costly, while other public bodies, such as agencies with strong legislative influence, are exempted. Relieving some public bodies from some laws by exempting or excluding them from compliance with a common set of legal requirements creates an imbalance wherein the competitive environment becomes different among the various jurisdictions and the entire procurement process becomes less efficient and costlier for the state and vendors.

Thank you.



HOUSE BILL 723, RELATING TO EDUCATION

FEBRUARY 12, 2019 · HOUSE EDUCATION
COMMITTEE · CHAIR REP. JUSTIN H. WOODSON

POSITION: Support.

RATIONALE: The Democratic Party of Hawai'i Education Caucus supports HB 723, relating to education, which encourages whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools; and supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size.

Whole Child Education: According to a 2014 study performed by Lois Hetland and Ellen Winner of the Harvard Graduate School of Education, education in music and drama shows a generalizable causal relationship to increases in verbal achievement and spatial reasoning. Researchers in the Department of Education Reform at the University of Arkansas similarly found, in 2013, that instruction in visual arts led to gains in critical thinking skills. Lastly, both arts and cultural content engage students in the narrative, social, emotional, and historical life of their communities, encouraging them to solve communal problems with creative thinking.

Special Education: Hawai'i's special needs students deserve our help. For the 2017-2018 school year, the statewide achievement gap between high needs students—which includes SPED children, English language learners, and economically disadvantaged students—and non-high

needs students was 32 percent for language arts and 28 percent for math. While State Superintendent Christina Kishimoto and the Hawai'i Board of Education have prioritized closing the achievement gap, doing so requires providing additional resources for SPED teachers.

In 2011, the Hawai'i State Department of Education discontinued the SPED classroom supply fund, which, for a decade, had given \$1,690 to every SPED teacher for curricular materials, high-interest low Lexile books, hands-on materials to support mathematics learning, adaptive programs and supplies, community and life skills developmental materials, and even paper for printing of individualized education plan forms. It would cost \$3,738,280 to provide the \$1,690 in supply funds to each of the state's 2,212 SPED teacher positions, which would be money well spent.

Career and Technical Education: In recent years, education rhetoric has revolved around the misguided notion of “college and career readiness,” a banner phrase for preparing all students to attend universities. Yet, today, college affordability is at an all-time low, student debt at an all-time high, and vocational skills found wanting by employers. According to the Hawai'i Department of Labor, more than 72 percent of the state's projected openings through 2022 require a high school diploma or less, while only 15 percent of future openings require a bachelor's degree and only 4 percent require a master's, doctoral, or professional degree. Thus, to truly promote “college and career readiness,” we must invest in vocational and career pathway programming, in which students may learn such vocations as animation, emergency medical services, environmental sciences, marketing, culinary skills, engineering, and elementary and secondary education.

Class Size: Class size is a social justice issue. Research conducted by the Institute of Education Sciences, within the U.S. Department of Education, concluded that “class size reduction is one of only four evidence-based reforms that have been proven to increase student achievement.” Experiments in Tennessee, Wisconsin, and other states, moreover, have demonstrated that students in smaller classes have higher academic achievement, receive better grades, and exhibit improved attendance. Students benefiting most from smaller class sizes are from poor and minority backgrounds, experiencing twice the achievement gains of their peers. A study commissioned by the U.S. Department of Education analyzed the achievement of students in 2,561 schools across the nation by their performance on the National Assessment of Educational

Progress (NAEP) exams. After controlling for student background, the only objective factor that correlated with higher test scores was class size.

Smaller class sizes allow for individualized instruction, while also improving student engagement. Additionally, we note that the DOE's student-teacher ratios reflect the *total* number of students enrolled at a school divided by the *total* number of teachers employed, including non-classroom "resource teachers," registrars, librarians, curriculum coordinators, curriculum coaches, counselors, communications specialists, technology coordinators, and more. Although Board of Education Policy 2237 establishes a class size limit for grades K-2 of 25 students in Hawai'i, there is no clear limit established for higher grade levels. Teachers can often be found with rosters that include 40-50 students, therefore, with some total secondary school workloads exceeding 200 students (particularly at schools where teachers manage six periods). The class size limits suggested in this bill follow the recommended class sizes outlined in BOE Policy 2237, with the lower limits for special needs students and English language learners following best educational practices nationwide. Reducing class size will boost achievement, improve attendance, and foster a sense of community, and reduce unproductive behaviors, providing students and teachers alike with a better learning environment.

Classroom Supplies: According to the National School Supply and Equipment Association, public school teachers annually spend \$1.6 billion of their discretionary income on supplementary school supplies and instructional materials. On average, teachers surveyed spent a total of \$485 on school supplies and instructional materials, with more than 10 percent spending over \$1,000 of personal income each school year to educate their keiki.

That trend is, if anything, worse in Hawai'i, which consistently ranks at the bottom in national teacher compensation studies. Pay cuts, rising health care costs, adjusted insurance co-pays, and the loss of the state's \$1,690-per-special-education-teacher classroom supply fund have all aggravated the financial burden borne by teachers' pocketbooks. In a recent survey conducted by HSTA, 47 percent of respondents cited personal expenditures between \$250 and \$500 each year on classroom supplies, with many claiming expenditures in excess of \$1,000. Lawmakers must take action to lighten their financial load.

Budget cuts and an overemphasis on standardized testing have crippled the DOE, in recent years, leading to reconsideration of whether or not to continue successful learning programs. Unfortunately, when our state's education budget fails to keep pace with inflation, successful learning centers and categorical programming get placed on the chopping block, while the DOE's priorities shift from classroom support to programmatic savings. Put simply, when we fail to adequately fund our schools, the DOE must spend more time accounting for basic, programs, crowding out concerns about the efficient allocation of funds for individual teacher needs, like classroom supplies.

While debit cards for classroom supplies do not, in themselves, rectify the structural barriers hindering the DOE's appropriation of funds for supplies, we understand that structural inefficiencies result, in part, from a lack of adequate funding. Mandatory budget cuts have crippled the DOE, in recent years, leading to reconsideration of whether or not to continue successful learning programs. Unfortunately, when budget cuts pose an existential threat to successful learning centers and categorical programming, the DOE's priorities shift from classroom support to programmatic savings. Put simply, in times of economic austerity, the DOE must spend more time accounting for basic, overarching programmatic needs, crowding out concerns about the efficient allocation of funds for individual teacher needs.

Additionally, ensuring that educators have more money in their pocketbooks through debit, rather than personal, expenditures effectively increases their purchasing power. Therefore, providing debit cards to teachers incentivizes the teaching profession at a time when our state's high cost-of-living and low adjusted-average income compel many would-be teachers to choose more highly compensated professions or, even worse, leave the state altogether—today, approximately 50 percent of teachers leave our state's classrooms every five years, giving Hawaii the distinction of having the highest turnover rate in the nation. If policymakers are truly interested in enhancing the DOE's ability to recruit highly effective teachers into our schools, providing fiscal incentives that offset cost-of-living problems is a worthy path to take, whose long-term benefits are extremely likely to outweigh its immediate costs.



AMERICANS FOR DEMOCRATIC ACTION

OFFICERS	DIRECTORS		MAILING ADDRESS
John Bickel, President	Melodie Aduja	Stephen O'Harrow	P.O. Box 23404
Alan Burdick, Vice President	Guy Archer	Chuck Huxel	Honolulu
Marsha Schweitzer, Treasurer	Juliet Begley	Jan Lubin	Hawai'i 96823
Dylan Armstrong, Secretary	Gloria Borland	Jenny Nomura	

Feb. 10 , 2019

TO: Honorable Chairs Woodson & Johanson & LHE/LAB Committee Members
Fi
RE: HB 725 Relating to Standardized Testing

Support for hearing on Feb 12

Americans for Democratic Action is an organization founded in the 1950s by leading supporters of the New Deal and led by Patsy Mink in the 1970s. We are devoted to the promotion of progressive public policies.

We support HB 725 as it would limit public school students' participation in standardized tests and prohibits the use of standardized test scores for the evaluation of teachers and educational officers. We refer you to an article in [Educational Leadership](#) entitled "Why Standardized Tests Don't Measure Educational Quality" by W. James Popham. The title makes our point.

Sincerely,

John Bickel President



HB-723

Submitted on: 2/10/2019 2:08:46 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Janice Boychuk	Hawai'i Music Educators Association	Support	No

Comments:

HB 732:

Encourages whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools. Supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size. Appropriates funds.

Providing whole child education must include the teaching of music. Hawai`i is the only minority state in the country. Singing is an integral part of Hawaiian culture. Yet, unfortunately, music, taught by **certified music teachers**, is **not a mandatory subject** in public and pre-schools as it is in many school systems on the mainland. By singing and making music that reflects the diverse Asian Pacific cultures found in the state of Hawai`i, and specifically Hawaiian culture, music also teaches the appreciation of Hawaiian values, protecting Hawaiian traditions. This preservation includes working towards increased racial equity in our schools, another aspect of teaching the whole child.

Schools should include music as part of a well-rounded education and be included in schoolwide plans under ESSA (Section 1008). Even though well-rounded education is practiced under the DOE of Hawai`i; little action has been taken to require that certified music teachers teach music. Thus, we propose that funding should be provided advocating creative music making in public and pre-schools that includes a focus on Hawaiian music and culture.

Music is believed to be a positive, vital medium that can contribute meaningfully to the learning processes of young children, including special learners, ELL and ESL students. Creative and folk-based musical activities can help children make meaningful

neurological
connections as they are passing through critical and sensitive periods for their cognitive,
physical, emotional and social development. Thus, music is essential to any education
system that strives to provide whole child education.

Sincerely,

Janice Boychuk

Helemano Elementary

President, Hawai'i Music Educators Association

HB 732:

Encourages whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools. Supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size. Appropriates funds.

Providing whole child education must include the teaching of music. Hawai'i is the only minority state in the country. Singing is an integral part of Hawaiian culture. Yet, unfortunately, music, taught by certified music teachers, is not a mandatory subject in public and pre-schools as it is in many school systems on the mainland. By singing and making music that reflects the diverse Asian Pacific cultures found in the state of Hawai'i, and specifically Hawaiian culture, music also teaches the appreciation of Hawaiian values, protecting Hawaiian traditions. This preservation includes working towards increased racial equity in our schools, another aspect of teaching the whole child.

Schools should include music as part of a well-rounded education and be included in schoolwide plans under ESSA (Section 1008). Even though well-rounded education is practiced under the DOE of Hawai'i; little action has been taken to require that certified music teachers teach music. Thus, we propose that funding should be provided advocating creative music making in public and pre-schools that includes a focus on Hawaiian music and culture.

Music is believed to be a positive, vital medium that can contribute meaningfully to the learning processes of young children, including special learners, ELL and ESL students. Creative and folk-based musical activities can help children make meaningful neurological connections as they are passing through critical and sensitive periods for their cognitive, physical, emotional and social development. Thus, music is essential to any education system that strives to provide whole child education.

Sincerely,

A handwritten signature in black ink that reads "Chet Yf". The signature is written in a cursive, flowing style.

Chet-Yeng Loong, Ph.D.
University of Hawai'i
Music Department
Area Chair, Music Education

HB 732:

Encourages whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools. Supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size. Appropriates funds.

Providing whole child education must include the teaching of music. Hawai`i is the only minority state in the country. Singing is an integral part of Hawaiian culture. Yet, unfortunately, music, taught by certified music teachers, is not a mandatory subject in public and pre-schools as it is in many school systems on the mainland. By singing and making music that reflects the diverse Asian Pacific cultures found in the state of Hawai`i, and specifically Hawaiian culture, music also teaches the appreciation of Hawaiian values, protecting Hawaiian traditions. This preservation includes working towards increased racial equity in our schools, another aspect of teaching the whole child.

Schools should include music as part of a well-rounded education and be included in schoolwide plans under ESSA (Section 1008). Even though well-rounded education is practiced under the DOE of Hawai`i; little action has been taken to require that certified music teachers teach music. Thus, we propose that funding should be provided advocating creative music making in public and pre-schools that includes a focus on Hawaiian music and culture.

Music is believed to be a positive, vital medium that can contribute meaningfully to the learning processes of young children, including special learners, ELL and ESL students. Creative and folk-based musical activities can help children make meaningful neurological connections as they are passing through critical and sensitive periods for their cognitive, physical, emotional and social development. Thus, music is essential to any education system that strives to provide whole child education.

Sincerely,

Todd Oshima

Two handwritten signatures in black ink. The signature on the left is more stylized and appears to be 'Todd Oshima'. The signature on the right is more cursive and appears to be 'Todd Oshima'.

HB-723

Submitted on: 2/11/2019 7:57:09 AM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
David Negaard	Individual	Support	No

Comments:

I teach high school English and STEM at Henry Perrine Baldwin High School on Maui. I see firsthand the importance of a meaningful, comprehensive, inherently engaging education which prepares our keiki to be knowledgeable voters and productive contributors to a 21st century economy. Yet public education in Hawai'i is burdened by excessive testing and the narrowing curricula that de facto "teach to the test" and by a funding famine that prevents our schools from lifting up either gifted or vulnerable students.

The core subject I teach, English, is not a thing unto itself, but is connected with other subjects, and in the wider world for which we hope to prepare our students, is integrated in various ways. Nevertheless, the testing focus makes it harder than it has ever been to work in an inter-curricular way. It is past time we adopted a new model of learning that engages students, connects learning with both their current lives and the lives they hope to live, and integrates the subjects in a way that matches how they will be applied in adult life. Among its key provisions is expanded access to arts, cultural, and Hawaiian curricula. At a time when schools are reducing these essential, place-based, broad and rich learning opportunities, HB723 would elevate the relevance and substance of Hawai'i public schools' offerings. It also provides additional resources to teachers of students with special needs, ensuring that children who face challenges beyond the ordinary receive a quality learning experience. And by requiring smaller class sizes and providing teachers with additional instructional resources and voice in academic and financial planning, HB723 will restore the respect due to hard-working classroom teachers.

When we tell children they can achieve anything then fail to provide them with the educational opportunities they need to do so, we fail generations of future citizens, creators, workers, and leaders. Give our keiki the schools they deserve. Support this bill.

HB-723

Submitted on: 2/9/2019 4:57:48 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Eric Schrager	Individual	Support	No

Comments:

Teachers need more resources for all kids. Smaller class sizes and more resources particularly for special needs kids are critical. I enthusiastically support this bill!

HB-723

Submitted on: 2/9/2019 5:55:47 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
William Caron	Individual	Support	No

Comments:

HB-723

Submitted on: 2/9/2019 10:52:54 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jun Shin	Individual	Support	No

Comments:

Aloha Members of the committee,

Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.

Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.

We tell our children to reach for the stars. Please give them that chance by supporting this bill.

Mahalo,

Jun

junshinbusiness729@gmail.com

HB-723

Submitted on: 2/10/2019 10:25:55 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Gregg Akamine	Individual	Support	No

Comments:

HB 732:

Encourages whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools. Supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size. Appropriates funds.

Providing whole child education must include the teaching of music. Hawai`i is the only minority state in the country. Singing is an integral part of Hawaiian culture. Yet, unfortunately, music, taught by certified music teachers, is not a mandatory subject in public and pre-schools as it is in many school systems on the mainland. By singing and making music that reflects the diverse Asian Pacific cultures found in the state of Hawai`i, and specifically Hawaiian culture, music also teaches the appreciation of Hawaiian values, protecting Hawaiian traditions. This preservation includes working towards increased racial equity in our schools, another aspect of teaching the whole child.

Schools should include music as part of a well-rounded education and be included in schoolwide plans under ESSA (Section 1008). Even though well-rounded education is practiced under the DOE of Hawai`i; little action has been taken to require that certified music teachers teach music. Thus, we propose that funding should be provided advocating creative music making in public and pre-schools that includes a focus on Hawaiian music and culture.

Music is believed to be a positive, vital medium that can contribute meaningfully to the learning processes of young children, including special learners, ELL and ESL students. Creative and folk-based musical activities can help children make meaningful neurological connections as they are passing through critical and sensitive periods for their cognitive,

physical, emotional and social development. Thus, music is essential to any education system that strives to provide whole child education.

Sincerely,

Gregg Akamine

HB-723

Submitted on: 2/11/2019 5:52:02 AM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Shane Albritton	Individual	Support	Yes

Comments:

Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.

Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.

We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.

From: Cheryl Burghardt <noreply@jotform.com>
Sent: Sunday, February 10, 2019 4:52 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	Cheryl Burghardt
Email	burgharc@gmail.com
Subject	In SUPPORT of HB 723, Relating to Education

Sample testimony. Edit the text as much as you'd like, then click to submit.

Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.

Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.

We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.

I would also like to add that here, in Hawai`i, we have so much already in place that many schools choose not to use. `Ohana Values, Nā Hopena Ao.. the whole experience of Hā and place-based learning! While I support that schools and teachers

should want to have these things and come to them on "their " time, we should be encouraging them to find the time because we are in Hawai'i.

Attending Hearing?

Yes

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Sarah Tochiki <noreply@jotform.com>
Sent: Sunday, February 10, 2019 5:46 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	Sarah Tochiki
Email	Satochiki@hotmail.com
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>As a music teacher, I see the power of a quality education and especially the arts in education. The arts can be our society's biggest equalizer and inclusive environment. However an arts education cannot just be for the students who can afford it, it must be for all students. Learning to play an instrument is one of the only disciplines that uses every part of the brain. It is vital that we provide this for all students. In many schools, students are pulled from their elective classes to take remedial math and English classes, mostly because they do not meet the demands of high stakes testing. This is not right, no child should be denied access to the arts because they struggle in other subjects. Sometimes that arts class is the only thing that motivates a student to attend school in the first place. And the trend for the students in remedial classes tends to be students of low socioeconomic status. We perpetuate social immobility by allowing this to happen.</p> <p>Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.</p> <p>Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects</p>

classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders. If you look at current BoE policy, teacher input into the academic and financial plans of a school are a smokescreen. Any administrator has the power to veto the teachers, even if ALL the teachers in that school agree. TEACHER voice in this process must be strengthened to provide a solid process to collaboration so that those who are in the trenches can make the decisions.

We tell our children to reach for the stars but we do not give them the tools to make the space ship to get them there. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.

Attending Hearing?	No
--------------------	----

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Nanna Lindberg <noreply@jotform.com>
Sent: Sunday, February 10, 2019 6:19 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	Nanna Lindberg
Email	nanna.lindberg82@gmail.com
Subject	In SUPPORT of HB 723, Relating to Education

Sample testimony. Edit the text as much as you'd like, then click to submit.

As a teacher, citizen, and mother-to-be, I am very concerned with the priorities towards public education in this state. It's time to stop talking the talk and start walking the walk. In the end, you get what you pay for. To get a prosperous economy in Hawaii, we need to educate and prepare the next generation for jobs that require higher education and more specialized skills. Unfortunately, children that are the most disproportionately affected by a lack of educational funding are Hawaiians.

Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.

Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.

We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.

Attending Hearing?

No

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Deborah Bond-Upson <noreply@jotform.com>
Sent: Sunday, February 10, 2019 6:40 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	Deborah Bond-Upson
Email	deborah@learningbond.com
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>We must ensure access to a quality, relevant, timely, personalized education to all. Otherwise we are accepting the heinous growing equity gap in our state. Otherwise we are sentencing many youths to a disappointing future and we are sentencing our future society to pay for our failure now.</p> <p>This bill supports advancing our public education system to meet the needs of today's children. Equal opportunity to a constructive future for all is our primary responsibility.</p>
Attending Hearing?	Yes

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Travis Armstrong <noreply@jotform.com>
Sent: Sunday, February 10, 2019 4:43 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	Travis Armstrong
Email	travisarmstrong_25@hotmail.com
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.</p> <p>Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.</p> <p>We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.</p>
Attending Hearing?	No

You can [edit this submission](#) and [view all your submissions](#) easily.

HB723

LHE Hearing 021219 215PM On-time

Relating to Education

The following **61** individuals have submitted testimony in support using the same form letter and content as Travis Armstrong:

Cindy Aban

Nenita Cabanilla

Leslie Lopez

Timothy Zhu

Amber Tyndzik

Benton Rodden

Jennifet Homcy

Joli Tokusato

Chris Lipat

Kevin Landers

Stephanie Ceus

Leslie Baunach

Causha Dorian

Nate Hix

Nora Pollard

Keola Diaz

Sharain Naylor

Lynn Robinson-Onderko

Michael Tada

Nino Toscano

Cynthia McClung

Randy Gonce

Shay Chan Hodges

Kelly Duell

Dawn Morais Webster

Kimo Cashman

Justin Delos Reyes

Jennifer Karaca

Banner Fanene

Curen Ohama

Jill Sprott

Springer Kaye
Jamie Sabatini
J Michael Landes
Justin Hughey
Alan Isbell
Victoria Zupancic
Nicole Bear
Zoe Bliss
Michelle Tuipulotu
Erin Baldauf
Michal Nowicki
Joseph TAGORDA
Ida Peric
Julia Davison-Wyse
Beatrice DeRego-Coffield
Sylvia Ching
Jenny Kimhan
Teri-Ann Dorman
Patricia Kenny
Tanya Aynessazisn
Kelly Gallego
Ivy Hsu
Eric Schrager
Seamus Murphy
Deborah Morrow
Jessica Valadez
Kathleen Brizuela Absalon
Jennifer Kagiwada
James Logue
ANDREW GRANDINETTI

From: Mireille Ellsworth <noreply@jotform.com>
Sent: Monday, February 11, 2019 6:43 AM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	Mireille Ellsworth
Email	mireilleellsworth@yahoo.com
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	Whole child education would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Our students with special needs and students living in poverty thrive with this kind of instructional design and methodology. This bill would empower teachers to use their expertise and knowledge of their particular students to design enriching learning experiences. It would also provide additional resources to implement these practices. Please support what is best for our keiki. Mahalo, Mireille Ellsworth, English and Acting Teacher for 14 years, Waiakea High School
Attending Hearing?	No

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Carolyn Hadfield <noreply@jotform.com>
Sent: Monday, February 11, 2019 9:41 AM
To: academiclaborunited@gmail.com; LHEtestimony
Subject: In Support of HB919



Testimony in support of HB919

Name	Carolyn Hadfield
Position/Organization	Alumnus
I am a graduate assistant:	No
Email	carolina@lava.net
Address	Street Address: 1656 Kanalui Street City: Honolulu State / Province: HI Postal / Zip Code: 96816 Country: United States
Testimony Message	<p>House Committee on Lower and Higher Education Chair: Rep. Justin H. Woodson Vice Chair: Rep. Mark J. Hashem Vice Chair: Rep. Amy A. Perruso</p> <p>House Committee on Labor and Public Employment Chair: Rep. Aaron Ling Johanson Vice Chair: Rep. Stacelynn K.M. Eli</p> <p>Conference Room 309 Tuesday, February 12, 2019 at 2:10 pm</p> <p>I write in strong support of HB919 because, if passed, HB919 will create a new bargaining unit for graduate assistants in Hawaii.</p> <p>I am an alumnus and have worked closely with the University of Hawai'i, in many capacities, for more than 40 years. For decades I have witnessed the trend to employ graduate students to perform the teaching and research duties previously performed by tenured faculty. The graduate students receive meager wages with few benefits.</p> <p>I have worked with dozens of graduate students who have had to quit college or move from already-substandard housing because their compensation</p>

does not cover their most basic expenses. Many are teaching as many classes as fully-tenured faculty as they attempt pursue their graduate degree. It is not uncommon for graduate students to be assigned to teach classes that are then cancelled due to low attendance at the last minute - after they have spent days of uncompensated work preparing for the semester's classes.

At the same time, because of my daily contact with hundreds of undergraduate students, I know that many graduate students provide excellent instruction. As a bookseller providing texts for students, I often have the opportunity to ask students about their favorite professors and most stimulating classes, and have found that many students name a "teaching assistant." Yet these "assistants" (who plan class curricula, teach classes with little assistance from the department, and do not have any form of redress to pursue grievances when they are mistreated), are compensated poorly, do not have a "seat at the table" and have no power within the department or the university when they need assistance. As a result, I have personally known brilliant graduate students who have felt deep despair, have suffered severe mental breakdowns, and have had to abandon their dreams of a better career because they have no mechanism to pursue grievances.

HB919 is not a panacea. It will not, in itself, begin to address the inadequate compensation. Neither does it provide an immediate pathway to redress grievances. It simply provides graduate students with the basic right to join a union and seek a place at the table.

I urge you to pass HB919.

Carolyn A Hadfield

Attending Hearing?

No

Optional

I permit ALU to use excerpts of my testimony on social media.

You can [edit this submission](#) and [view all your submissions](#) easily.

HB-723

Submitted on: 2/11/2019 11:46:07 AM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
justin	Individual	Support	No

Comments:

We have never recovered from George Bush's Every Child Left Behind Act which literally turned a million dollar testing industry into a billion dollar one overnight. Oh yeah his brother owned one of those companies. We have allowed the for-profit industry into our public schools and it is disgusting. Kids are tested over, and over, and over and over and over and the real thing they lose is instructional time.

I recommend an amendment to allow parents to opt-out their kids from these tests. I had a student who had brain cancer and the computer was a threat for her to go into a coma and die. The mother asked for her child not to take the test but the DOE policy at the time meant our school needed to make her refuse on her own. I am a teacher and will do everything in my power to make sure my son won't be taking these for-profit tests that turn our kids into good memorizer's not critical thinkers.

Respectfully,

Justin Hughey

HB-723

Submitted on: 2/11/2019 12:56:12 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Javier Mendez-Alvarez	Individual	Support	No

Comments:



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

LATE

Date: 02/12/2019

Time: 02:15 PM

Location: 309

Committee: House Lower & Higher
Education

Department: Education

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

Title of Bill: HB 0723 RELATING TO EDUCATION.

Purpose of Bill: Encourages whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools. Supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size. Appropriates funds.

Department's Position:

The Department of Education (Department) appreciates the intent of HB 723 and offers the following comments for this Committee's consideration.

The Department welcomes efforts to improve the working conditions for teachers and learning experiences for students, and we believe educators and school leaders need the right tools and resources to properly educate our students.

The Department is concerned that the language of HB 723 will adversely affect the efforts of school-level leadership teams, School Community Councils, and collaborative tri-level initiatives.

Specific comments to the bill are itemized below, as follows.

PART II: WHOLE CHILD EDUCATION

Whole child education is being implemented statewide as specified in the 2017-2020 Board/Department Strategic Plan. The Plan defines whole child education and is highlighted as a priority under Goal 1: Student Success. The Department has prioritized flexible and adaptive approaches by promoting empowered communities to make contextual decisions for high quality and relevant learning experiences.

The Department supports expanding whole child opportunities; however, setting time requirements to implement these specific classes/subjects could be a barrier to the new and innovative curricular models. Instead of setting time requirements, we encourage opportunities

to engage schools and students in community/industry partnerships, cross-disciplinary coursework, and applied learning in cultural, social, and artistic contexts.

PART III: EARLY CHILDHOOD EDUCATION

Early childhood education is founded on universal access to quality preschool programs that ensure readiness upon entering kindergarten. The Department is committed to providing early learning opportunities and experiences that will prepare 4-year-old children with academic knowledge, social emotional competencies, and behavior skills to enter kindergarten.

The need for Pre-Kindergarten is absolute, and the public will be tasked to meet the demand of scaling public-funded Pre-Kindergarten balanced by private sector capacity. The Department remains fully committed to working with educational agencies and organizations to ensure that Hawaii's preschoolers have access to opportunities that foster health, safety, early childhood education, and kindergarten readiness.

PART IV: SPECIAL EDUCATION

In collaboration with stakeholders convened for the Special Education Task Force in the Spring of 2018, possible supports for our special education teachers were articulated in a variety of options. An additional preparation (or release) period was one of the options identified under these recommendations, and many discussions were held around recruitment and retention for these hard-to-fill positions.

Allotting \$3.5 million for special education teachers will not be enough to cover current teacher counts, if the amount of \$1,690 is to be provided to each teacher. The Department recommends \$4 million so those dollars can be distributed to all special education teachers for instructional materials and classroom supplies.

As is the case with all of our teacher positions, the Department is committed to improving supports for special education and inclusion teachers and establishing a pipeline that allows for competitive talent selection to serve one of our most vulnerable groups of students. We continue to explore ways to recruit and retain capable and qualified special education teachers and support staff.

PART V: ACADEMIC AND FINANCIAL PLANNING

The Department recognizes that teachers have an important responsibility in providing feedback and informing decision about academic and financial plans and weighted student formula. The Department does not support the revision of Section 302A-1124 because HRS defines the role of the School Community Council (SCC) and mandates a composition that includes teachers.

In addition, the Department does not support the legislative prescription of positions because the practice will stifle school leaders' flexibility to manage resources according to school specific contexts. The Department continues to improve tri-level structures and leverage fair distribution of resources, to enable educators to focus on school innovation and our students' curiosity, creativity, and academic success.

PART VI: CLASSROOM SUPPLIES

The Department recognizes that teachers spend personal funds for classroom supplies. Schools

are authorized to strategically purchase supplies to support teachers without implementing new purchasing processes. If a debit card system is implemented, unforeseen procurement rules and regulations pertaining to vendor payments will need to be identified and resolved in order to maintain fiscal accountability.

If this measure is passed, the Department offers the suggested revision to purchases of supplies specific to Section 14, (c) that notes "purchases under this section shall be exempt from chapter 103D": "Debit card purchases under this section shall be exempt from chapter 103D limited to purchases that are included under section 3-120-4, HAR Exhibit A Exemption Number 1." For reference, the exemptions are outlined at the following link:
<https://spo.hawaii.gov/wp-content/uploads/2013/11/Section-3-120-4-and-Exhibit-A-2.pdf>.

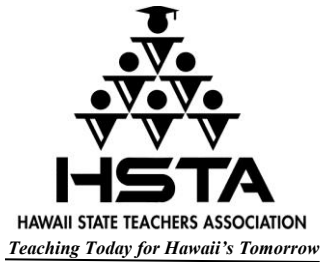
PART VII: CLASS SIZE

The Department acknowledges that reducing class size has an impact on overall achievement and quality of a child's learning experience.

Class size is subject to the collective bargaining and is addressed in the Department's contract with the Hawaii State Teachers Association (HSTA).

The Department recognizes that additional Weighted Student Formula funding is a better solution to address class size versus executing legislative requirements. The current HSTA contract identifies a process for teachers to voice their concerns about class size, and any change to the class size requirements would have significant cost implications.

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.



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President

Osa Tui Jr.
Vice President

Logan Okita
Secretary-Treasurer

Wilbert Holck
Executive Director



TESTIMONY BEFORE THE SENATE COMMITTEE ON
LOWER & HIGHER EDUCATION

RE: HB 723 - RELATING TO EDUCATION

TUESDAY, FEBRUARY 12, 2019

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson, and Members of the Committee:

The Hawaii State Teachers Association **strongly supports** HB 723, relating to education.

HB 723 would encourage whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools and supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size.

Teachers are the frontline of education and know how to improve our schools. Accordingly, in 2016 HSTA visited every chapter in the state, talked to hundreds of teachers, and polled our members. Since then we have spoken to thousands more. The same issues were voiced again and again. These issues became the focus of our Schools Our Keiki Deserve campaign and this bill encompasses a solution to finally support our public schools, our teachers, and our students.

Our state ranks dead last in education funding. We trail all other states in teacher pay adjusted for cost of living. Our per pupil spending, approximately \$12,000, lags behind many other similar districts, such as Washington D.C. (\$26,000), New York City (\$25,000), Boston (\$23,000), and even Detroit (\$18,000). When adjusted for cost of living, our per-pupil spending is at the proverbial bottom of the pack, with facilities funding falling far short of our national peers.

Investment in education correlates with student success. To quote a 2014 article in *Education Week*, "In districts that substantially increased their spending as the result of court-ordered changes in school finance, low-income children were



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President

Osa Tui Jr.
Vice President

Logan Okita
Secretary-Treasurer

Wilbert Holck
Executive Director

significantly more likely to graduate from high school, earn livable wages, and avoid poverty in adulthood.”

In short, we get what we pay for. We need to figure out how to support our students in ways that are clearly identified in top educational research. We need to listen to our teachers. They are the experts. Their voices are not being heard time and time again.

This is not just about education. This is about inequality in the United States. The U.S. is just one of only three industrialized nations that spends more on rich children than on poor ones. When we perpetuate class inequality through unequal funding of our public schools we codify a class system and deny all children the opportunity of the American Dream. What could be more valuable than our children’s civil rights? The landmark case *Brown v. Board of Education* was not only about racial discrimination, but also unequal resources for marginalized students. Yet, when we rank poorly in test scores and funding, where is the outcry? Hawai’i has an exodus of students fleeing our public schools for their private counterparts, giving us the highest per-capita private school attendance in the nation, along with one of the highest public school teacher turnover rates. We must not remain silent.

Problem: What will we do for the child who can’t afford private school or doesn’t have a qualified teacher in the classroom? Solution: Pass the Schools Our Keiki Deserve Act, which fully funds our public schools, while implementing research-based education reforms that reflect best educational practices.

SOKD showcases the interrelatedness of education issues. Vocational education, for example, will never be available to all students wishing to participate in career pathways, unless we provide more learning time and scheduling flexibility by ending the endless over-testing. If we do not improve pay for public school teachers, then we will not have enough vocational education instructors because the vocations, themselves, often offer much better salaries. Putting forty students into an auto mechanics class, moreover, is both detrimental to learning and dangerous. Finally, no education initiative—from class size to public preschool to classroom cooling to recruitment and retention of effective educators—can be successful without proper funding.

It is important to note that in schools where courses are offered by specialized teachers in Art, Music, Hawaiian and Polynesian Studies, not only does it improve



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President

Osa Tui Jr.
Vice President

Logan Okita
Secretary-Treasurer

Wilbert Holck
Executive Director

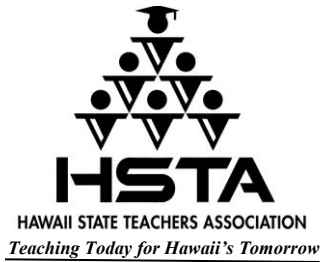
the education of the whole child, but it also frees up much needed time for teachers to devote to best practices such as analyzing formative assessments from their students, providing descriptive feedback on student work, and tailoring their instructional plans to incorporate the specific learning needs of their students that teachers normally have only 45 minutes within their work day to complete this critical work.

The introduction of prekindergarten/preschool (the year before Kindergarten) to Hawaii's public education system is essential to ensure our keiki thrive during their educational career. All studies show that students that attend quality preschool do better than peers that do not. Now that we have better understanding of how a child's brain develops it is clear that preschool can no longer be seen as luxury for the rich or a special program for disadvantaged keiki, preschool must be viewed as necessity just like kindergarten.

The proposed changes for required time given for instructional preparation to special education teachers will help ensure that the teachers are prepared to educate their students. Our teachers are overworked, but we see this even more so with our special education teachers with expanding class sizes, case-loads, and lack of planning and preparation time, they are burning out even faster than our general education teachers, and they too are burning out. This bill will also ensure that our special education teachers have the resources they need for their classroom.

Hawai'i continues to suffer from a shortage of qualified teachers. In 2018-2019 we saw yet another increase in SATEP vacancies of 1,029 teachers. The shortage is increasing each year with 352 of those vacancies this year in certified special education teachers 2018-2019. Special Education teacher attrition has led to a situation in which 1 out of every 6 special education teachers have not completed a state-sanctioned teacher training program. Our teacher shortage problem is further clarified in the DOE's Employment Report, which shows that teacher resignations increased from 781 in 2015-2016 to 850 in 2016-2017 and 1,114 in 2018-2019, with only 294 due to retirement. Similarly in-state SATEP hires decreased from 404 to 387 from 2016-2018, while out-of-state SATEP hires increased from 508 to 572. Teacher attrition is worse in high-poverty areas. In the Nanakuli-Waianae Complex Area, for example, an astounding 18 out of 19 SPED teachers hired for the 2017-2018 school year did not have a special education license.

This bill will also ensure that every school has a dedicated librarian or library media specialist, technology coordinator, counselor and for secondary schools a



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President

Osa Tui Jr.
Vice President

Logan Okita
Secretary-Treasurer

Wilbert Holck
Executive Director

special education transition coordinator will help ensure that all students have the same access to high quality supports within public education. Our students need and deserve these supports.

By establishing a debit card program for teachers, perhaps through an outside vendor who streamlines it and doesn't make it as complicated as it was last year, it will ensure that teachers do not have to pay out of their own pocket for the supplies they need for their classrooms. This program can also be used a marketing tool when recruiting new qualified teachers and help us retain our tenured teachers.

Finally, class size is a major factor that impacts if students thrive or not. Studies have shown that small class sizes produce positive social, emotional and academic results. Larger class sizes put more stress on all involved from the teacher to the students and their parent(s)/guardians as each student receives less one-on-one attention and support from their teachers when needed.

We understand this is an extensive bill. There are a lot of parts, but we need to address them. If not now, when? How many more years will we wait? To help ensure all of our keiki have a well-rounded education and we as a state embrace the Whole Child Education, the Hawaii State Teachers Association asks your committee to **support** HB 723.

From: Autumn Ness <noreply@jotform.com>
Sent: Monday, February 11, 2019 2:58 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	Autumn Ness
Email	autumnness@yahoo.com
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>My child is a perfect example of a bright student who does not do well in the current DOE model of desk instruction and testing. After many attempts to find a way for her to fit into the DOE system, we had to put her in a private school where the curriculum is more fluid, and incorporates more movement, art and culture. Please do what you can to make this the standard for education in Hawai'i.</p> <p>Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.</p> <p>We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.</p>
Attending Hearing?	No

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Sharon Willeford <noreply@jotform.com>
Sent: Monday, February 11, 2019 4:23 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	Sharon Willeford
Email	slwsurfing@gmail.com
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.</p> <p>Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.</p> <p>We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.</p>
Attending Hearing?	No

You can [edit this submission](#) and [view all your submissions](#) easily.

HB-723

Submitted on: 2/11/2019 2:18:08 PM

Testimony for LHE on 2/12/2019 2:15:00 PM


LATE

Submitted By	Organization	Testifier Position	Present at Hearing
Morgan Bonnet	Individual	Support	No

Comments:

From: Kaimaile Makekau <noreply@jotform.com>
Sent: Monday, February 11, 2019 5:12 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



 HB 723, Relating to Education	
Name	Kaimaile Makekau
Email	MahinaHina11216@gmail.com
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.</p> <p>Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.</p> <p>We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.</p>
Attending Hearing?	No

You can [edit this submission](#) and [view all your submissions](#) easily.

HB-723

Submitted on: 2/11/2019 5:53:38 PM

Testimony for LHE on 2/12/2019 2:15:00 PM



Submitted By	Organization	Testifier Position	Present at Hearing
Terry Liu	Individual	Support	Yes

Comments:

Hawai'i Arts Alliance supports this omnibus bill, especially as it “Encourages whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools. Supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size. Appropriates funds.”

To develop and implement arts integration, Hawai'i Department of Education has since the 1990s partnered with Hawai'i State Foundation on Culture, Hawai'i Arts Alliance, University of Hawai'i at Manoa College of Education and College of Arts and Humanities, and Hawaii Association of Independent Schools, as mandated by 2001 ARTS FIRST Partners ACT 306/01, as well as with Honolulu Theatre for Youth and Maui Arts and Culture Center. Our state arts integration partnerships are respected around the country for good reason.

What is **arts integration**? It is how school art teachers, classroom teachers, visiting teaching artists and their students developed skills and techniques that artists use to observe, wonder about, and understand humanity, and then respond through creative expression. Students then apply what they learn through art to learning other subjects.

For example, teachers guide students to deeply observe paintings in the Hawaii State Arts Museum, a *hula kahiko*, or listen to a song by Queen Lili'uokalani. They are given time to experience. Then without being told anything, students are asked, what do you see? Then, what else do you see? How does the art make you feel? How did artists communicate to you through line, colors, and shapes? What do your fellow students feel about this? How throughout history in cultures around the world do poet and singers use repetition, rhyme or patterns with words to convey human life experience? How are patterns in a dance movement geometric? How have sculptors and architects expressed the relationship of flora and fauna (including people) to the Earth environment? Now you observe and express yourself through geometric shapes, patterns, the color spectrum, sound.

Whole schoolarts integration works when principals and teachers agree to incorporate these techniques. PÅ• maika'i Elementary School on Maui and Kalihi Kai Elementary School on Oahu are two good examples of whole-school art integration.

Besides increasing professional development for teaching artists to connect residencies with education standards and the NÄ• Hopena A'o Statements, Hawai'i Arts Alliance is partnering with Mental Health America of Hawai'i and local artists who want apply arts improve mental health and well being. This is another connection where partners have overlapping goals. In arts-integration, and arts education this is the **whole child approach** applies to social emotional learning. Research on this subject has also been growing over the decades, notably by James Catterall, the National Endowment for the Arts, Chicago Arts Partnership for Education, and the Wallace Foundation.

LATE

HB-723

Submitted on: 2/11/2019 5:55:38 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Tadahiro Meya	Individual	Support	No

Comments:

Providing whole child education must include the teaching of music. Hawai`i is the only minority state in the country. Singing is an integral part of Hawaiian culture. Yet, unfortunately, music, taught by certified music teachers, is not a mandatory subject in public and pre-schools as it is in many school systems on the mainland. By singing and making music that reflects the diverse Asian Pacific cultures found in the state of Hawai`i, and specifically Hawaiian culture, music also teaches the appreciation of Hawaiian values, protecting Hawaiian traditions. This preservation includes working towards increased racial equity in our schools, another aspect of teaching the whole child.

Schools should include music as part of a well-rounded education and be included in schoolwide plans under ESSA (Section 1008). Even though well-rounded education is practiced under the DOE of Hawai`i; little action has been taken to require that certified music teachers teach music. Thus, we propose that funding should be provided advocating creative music making in public and pre-schools that includes a focus on Hawaiian music and culture.

Music is believed to be a positive, vital medium that can contribute meaningfully to the learning processes of young children, including special learners, ELL and ESL students. Creative and folk-based musical activities can help children make meaningful neurological connections as they are passing through critical and sensitive periods for their cognitive, physical, emotional and social development. Thus, music is essential to any education system that strives to provide whole child education.

Sincerely,

Tada

LATE

HB-723

Submitted on: 2/11/2019 6:09:35 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Sunny Savage-Luskin	Individual	Support	No

Comments:

From: Jodi Kunimitsu <noreply@jotform.com>
Sent: Monday, February 11, 2019 6:44 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education




HB 723, Relating to Education

Name	Jodi Kunimitsu
Email	jodikunimitsu@gmail.com
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.</p> <p>Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.</p> <p>We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.</p>
Attending Hearing?	No

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Lester Kunimitsu <noreply@jotform.com>
Sent: Monday, February 11, 2019 6:45 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education




 HB 723, Relating to Education	
Name	Lester Kunimitsu
Email	lkunimitsu@gmail.com
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.</p> <p>Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.</p> <p>We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.</p>
Attending Hearing?	No

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Ann Crawford <noreply@jotform.com>
Sent: Monday, February 11, 2019 7:28 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education




 HB 723, Relating to Education	
Name	Ann Crawford
Email	annabcrawford@hotmail.com
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.</p> <p>Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.</p> <p>We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.</p>
Attending Hearing?	No

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Sherilyn Nakahara <noreply@jotform.com>
Sent: Monday, February 11, 2019 7:50 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



 HB 723, Relating to Education	
Name	Sherilyn Nakahara
Email	firesnake808@gmail.com
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.</p> <p>Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.</p> <p>We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.</p> <p>I live in Mililani district and i am also a Unite Here Local 5 member working as a Medical Assistant. In solidarity!</p>
Attending Hearing?	Yes No

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Mitsuo Hayakawa <noreply@jotform.com>
Sent: Monday, February 11, 2019 10:40 PM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	Mitsuo Hayakawa
Email	foodsovereingtnow@gmail.com
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.</p> <p>Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.</p> <p>We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.</p>
Attending Hearing?	No

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Davin Kubota <noreply@jotform.com>
Sent: Tuesday, February 12, 2019 2:20 AM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	Davin Kubota
Email	davinkubota@gmail.com
Subject	In SUPPORT of HB 723, Relating to Education

Sample testimony. Edit the text as much as you'd like, then click to submit.

I teach at a college. Students entering from high school are rather unprepared. This bill might help to rectify that problem.

Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.

Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.

We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.

Attending Hearing? No

From: William Gosline <noreply@jotform.com>
Sent: Tuesday, February 12, 2019 3:02 AM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	William Gosline
Email	wgosline@gmail.com
Subject	In SUPPORT of HB 723, Relating to Education

Sample testimony. Edit the text as much as you'd like, then click to submit.

A democracy cannot function without an educated electorate. I have been in Hawaii for many years. Much of that time I have worked in an educational setting of one sort or another: from DOE middle school, to Hawaiian charter school, to ESL. I was always dismayed by the lack of foundational knowledge found in the local kids as compared to the students I worked with from an international background.

Yet, at the same time students I worked with from Asia also struck me as having enormous deficiencies in their education. While their foundation was solid, they had not been encouraged to be active and engaged learners.

It is no secret what a student requires in order to become a well-rounded person: that is a well-rounded education. Education should be place-based; how else can one understand the rest of the world, with its manifold different cultures, societies, languages and epistemologies, without first having a connection to the ground one walks upon?

A well-rounded education should also be founded upon an understanding the role of critical thinking is. We are fast becoming a YouTube educated culture. There are people who think that two hours of YouTube "research" allows them to contradict the knowledge of an expert who has devoted years of research to a subject. This is only accomplished through the development of cognitive processes collectively called "critical thinking." Critical thinking is also the bulwark of democracy.

In sum, I firmly believe that the House should pass HB723 which appears to be a sweeping resolution to improve the nature of our Hawaiian education.

Thank you
William Gosline

Attending Hearing?	No
--------------------	----

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Charessa Fryc <noreply@jotform.com>
Sent: Tuesday, February 12, 2019 7:10 AM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	Charrassa Fryc
Email	charrassa@hawaii.edu
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>Aloha, Chair, Vice chair and members of the committee, my name is Charrassa Fryc and I am. Student at the University of Hawaii at Manoa, and a product of the public school system in Hawaii, raised in Title 1 school districts.</p> <p>Throughout my years in elementary, middle, and high school they were not fruitful. As an individual, only a select few teachers really inspired me to learn. Most of the time, we were trained to be good at tests instead of knowing how to analyze data or the importance of US history. That's why kids hate going to school. They dont know why its important, and that's because teachers dont have room to be creative in their lectures, and have a say in what money is spent on and used for their schools and services.</p> <p>Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed</p> <p>Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional</p>

resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.

In comparison to college, seeing how teachers have the freedom to be creative for their classes, from what I've seen is a more fruitful way to approach lectures and classes. We're taught critical thinking and analysis which are Imperative for being ready for the real world, after school in college in whatever jobs they do.

We need to encourage our kids to be prepared for the future beyond school, and our current system isnt working, and teachers should have a say in how their classes are run.

Mahalo for the opportunity to testify.


Attending Hearing?

No

You can [edit this submission](#) and [view all your submissions](#) easily.

From: Brian Jahn <noreply@jotform.com>
Sent: Tuesday, February 12, 2019 7:44 AM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



 HB 723, Relating to Education	
Name	Brian Jahn
Email	jahn6@hawaii.edu
Subject	In SUPPORT of HB 723, Relating to Education
Sample testimony. Edit the text as much as you'd like, then click to submit.	<p>Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.</p> <p>Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.</p> <p>We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.</p>
Attending Hearing?	No

You can [edit this submission](#) and [view all your submissions](#) easily.

LATE

HB-723

Submitted on: 2/11/2019 6:22:52 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Alan Evans	Kaimuki High School Band	Support	No

Comments:

HB 732:

Encourages whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools. Supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size. Appropriates funds.

Providing whole child education must include the teaching of music. Hawai`i is the only minority state in the country. Singing is an integral part of Hawaiian culture. Yet, unfortunately, music, taught by certified music teachers, is not a mandatory subject in public and pre-schools as it is in many school systems on the mainland. By singing and making music that reflects the diverse Asian Pacific cultures found in the state of Hawai`i, and specifically Hawaiian culture, music also teaches the appreciation of Hawaiian values, protecting Hawaiian traditions. This preservation includes working towards increased racial equity in our schools, another aspect of teaching the whole child.

Schools should include music as part of a well-rounded education and be included in schoolwide plans under ESSA (Section 1008). Even though well-rounded education is practiced under the DOE of Hawai`i; little action has been taken to require that certified music teachers teach music. Thus, we propose that funding should be provided advocating creative music making in public and pre-schools that includes a focus on Hawaiian music and culture.

Music is believed to be a positive, vital medium that can contribute meaningfully to the learning processes of young children, including special learners, ELL and ESL students. Creative and folk-based musical activities can help children make meaningful

neurological connections as they are passing through critical and sensitive periods for their cognitive, physical, emotional and social development. Thus, music is essential to any education system that strives to provide whole child education.

Sincerely,

Alan Evans

LATE

HB-723

Submitted on: 2/11/2019 7:27:52 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	O`ahu County Committee on Legislative Priorities of the Democratic Party of Hawai`i	Support	No

Comments:

LATE

HB-723

Submitted on: 2/11/2019 10:04:11 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Laura Raff-Tierney	Individual	Support	No

Comments:

I am writing in SUPPORT of HB723, because music is an integral part of whole child education. I have been teaching kids music in both a private and public setting for the past eight years and have seen the important role music plays in their education. Music teaches history, math, literacy, language and social skills. By singing and making music that reflects the many cultures in Hawai'i, music teaches the appreciation of Hawaiian values, thus protecting Hawaiian traditions. We need to support more certified music teachers in public education to give our keiki the education they deserve.

Sincerely,
Laura Raff-Tierney

LATE

HB-723

Submitted on: 2/11/2019 10:15:45 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Elizabeth Baker	Individual	Support	No

Comments:

Aloha e Hawaii State Legislature,

Providing whole child education must include the teaching of music. Hawai'i is the only minority state in the country. Singing is an integral part of Hawaiian culture. Yet, unfortunately, music, taught by certified music teachers, is not a mandatory subject in public and pre-schools as it is in many school systems on the mainland. By singing and making music that reflects the diverse Asian Pacific cultures found in the state of Hawai'i, and specifically Hawaiian culture, music also teaches the appreciation of Hawaiian values, protecting Hawaiian traditions. This preservation includes working towards increased racial equity in our schools, another aspect of teaching the whole child.

Schools should include music as part of a well-rounded education and be included in schoolwide plans under ESSA (Section 1008). Even though well-rounded education is practiced under the DOE of Hawai'i; little action has been taken to require that certified music teachers teach music. Thus, we propose that funding should be provided advocating creative music making in public and pre-schools that includes a focus on Hawaiian music and culture.

Music is believed to be a positive, vital medium that can contribute meaningfully to the learning processes of young children, including special learners, ELL and ESL students. Creative and folk-based musical activities can help children make meaningful neurological connections as they are passing through critical and sensitive periods for their cognitive, physical, emotional and social development. Thus, music is essential to any education system that strives to provide whole child education.

Mahalo piha,

Elizabeth K. Baker

LATE

HB-723

Submitted on: 2/11/2019 10:28:27 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Michael Lim	Individual	Support	No

Comments:

HB 732:

Encourages whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools. Supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size. Appropriates funds.

Providing whole child education must include the teaching of music. Hawai`i is the only minority state in the country. Singing is an integral part of Hawaiian culture. Yet, unfortunately, music, taught by certified music teachers, is not a mandatory subject in public and pre-schools as it is in many school systems on the mainland. By singing and making music that reflects the diverse Asian Pacific cultures found in the state of Hawai`i, and specifically Hawaiian culture, music also teaches the appreciation of Hawaiian values, protecting Hawaiian traditions. This preservation includes working towards increased racial equity in our schools, another aspect of teaching the whole child.

Schools should include music as part of a well-rounded education and be included in schoolwide plans under ESSA (Section 1008). Even though well-rounded education is practiced under the DOE of Hawai`i; little action has been taken to require that certified music teachers teach music. Thus, we propose that funding should be provided advocating creative music making in public and pre-schools that includes a focus on Hawaiian music and culture.

Music is believed to be a positive, vital medium that can contribute meaningfully to the learning processes of young children, including special learners, ELL and ESL students. Creative and folk-based musical activities can help children make meaningful neurological connections as they are passing through critical and sensitive periods for their cognitive, physical, emotional and social development. Thus, music is essential to any education system that strives to provide whole child education.

Sincerely,

Michael Lim

LATE

EDUtestimony@capitol.hawaii.gov

Heading: Testimony in support of [HB 723, Relating to Education](#):

Testimony for: LHE Committee on Education Hearing on Tuesday, February 12, 2016 2:15pm

Honorable Chair Rep. Justin H. Woodson and committee members,

My name is Debbie Anderson. I am the chair of the Health and Wellness Committee at Waiakea Intermediate School on the island of Hawaii. As a teacher of almost 30 years in Hawai'i, I am writing in support of [HB 723, Relating to Education](#): "Encourages whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools. Supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size."

WHOLE CHILD EDUCATION

Our keiki come to school with a diverse set of experiences, talents, cultural knowledge, and questions to be explored.[1] To be authentic and positive places of learning, schools should engage children's natural curiosity and creativity, and provide students with opportunities to better understand themselves in relation to their local, national, and global communities.[2]

Education Designed to Spark Curiosity and Creativity

All students in Hawai'i deserve access to a world-class education, not just those of the social and economic elite. At Punahou School, students in the Junior School (K – 8) enjoy the benefits of a sequenced, inquiry-based curriculum, in which students in each grade explore issues of global sustainability. The curriculum features spiraling instruction in language arts, global languages, science, math, social studies, physical education, music, art, technology, and outdoor education, all focused on creativity and critical thinking.[3] At 'Iolani School, in the new Sullivan Center for Innovation and Leadership (a sustainably-designed 40,000 square foot, four-story facility) students are engaged in project-based inquiry connecting citizenship, applied technology, scientific discovery, and digital communication. This Center includes a fabrication lab, a rooftop garden, a digital media lab, flexible project spaces, collaboration classrooms, and a research lab, all designed to cultivate 21st century learning skills.[4] The curriculum, learning activities, and assessments in these private schools, because they are not constrained by the same 'accountability' measures that currently narrow and impoverish the learning possibilities in Hawai'i public schools, are designed to maximize student curiosity, engagement, and learning.

Implications of the Current Hawai'i Public School Model

In Hawai'i public schools, on the other hand, the adoption of 'standards-based accountability' measures has had the effect of generally putting far too much emphasis on instruction in preparation for high-stakes standardized testing narrowly focused on mathematics and language arts. As a result, most of our elementary students now have much more limited learning time and resources devoted to physical education, arts education (music, drama, art, dance, choir, band, etc.), rich and authentic social studies education, Hawaiian studies, library/media instruction, scientific inquiry, or project-based learning designed to cultivate curiosity and creativity.[5]

As a teacher from a family of teachers, my heart is broken when my son is disinterested in going to his local public school. Sometimes, my kinesthetic son has been in school for months before he came home with a tangible project and excited about his first art instruction of the year. In upper elementary, my son had PE once a week, rather than the 2-3 times weekly which would be more effective. We need to develop a greater system of support for our public school keiki.

Culture-based teaching approaches are being developed in Hawai‘i currently that support a more holistic vision of education designed to cultivate curiosity, creativity, connection, with the community focused on nurturing strong teachers, integrated teaching, and whole schools.[6] Teachers should be supported in exercising mindfulness that enables them to be fully present for and supportive of their students, rather than being driven by fear of test scores in their decision-making. Integrated teaching “links individual subjects, instructional units, and lessons to their larger meaning; helps students see connections incorporating a variety of instructional approaches,” and whole schools act as “sanctuaries in which students and teachers feel a deep sense of community and acceptance.”[7]

Current Socio-Economic Contextual Challenges

Attentiveness to the ‘whole child’ requires not only a broadening of the curriculum but also a willingness to examine the particular struggles faced by the students in our public schools. Although the particular expression of these struggles varies across the state, HIDOE students in public schools generally come from less privileged ethnic and social class backgrounds than their counterparts in private schools: a full 52% of the student population in Hawai‘i public schools come from ‘economically disadvantaged’ households, those which meet the income eligibility guidelines for free or reduced-price meals (less than or equal to 185% of Federal Poverty Guidelines).[8]

Hawai‘i public schools serve students from a unique blend of cultures, and experiences. In school year 2013-2014, Native Hawaiians constituted the largest group of students in the Hawai‘i public school system, making up 26% of the population, while Filipino Americans made up 22%, whites 17%, Japanese Americans 9%, Micronesians 4 %, Latinos 3.8%, Samoans 3.5% and Chinese Americans 3.2%: our HIDOE teaching population, on the other hand, is primarily white and Japanese-American.[9] Addressing the social justice implications of this disparity will require that we take seriously the importance of ‘growing our own teachers’ within our communities, young leaders who understand and want to serve their communities.

While there are differences within and among these groups of students, there are also important social indicators that suggest that our failure to attend to the ‘whole child’ does not serve us well as a community. Taken together, students of Hawaiian, Filipino, and other Pacific Islander descent make up the majority, about 55%, of our public school students. These same groups of students are underrepresented extremely at the major institution of higher education in Hawai‘i, University of Hawai‘i at Manoa. Moreover, according to the results of the Youth Risk Behavior Survey, conducted every two years by the Center for Disease Control, the students in Hawai‘i public schools report persistent and increasingly trenchant problems of poor nutrition, lack of physical activity, obesity, drug and alcohol abuse, bullying, and sexual exploitation.[10] Without approaching education in a more holistic fashion, we cannot hope to address these physical, social, and economic barriers to learning.

Culture-Based Education and Culturally Relevant Education

Given the history of these islands, our public schools should be places that feel uniquely Hawaiian, reflecting the rich history and cultures that make our islands different than anywhere else the in the world. Children should have the opportunity to learn about Polynesian and Hawaiian cultural traditions and actively practice Hawaiian language, arts, and customs. Our state constitution acknowledges the importance of Hawaiian language and culture, and we need to ensure that our public schools actually preserve and promote the language and culture of this

place. Doing so in ways that helps students in our very ethnically diverse society connect with their own cultures and social identities, accepting and celebrating students for who they are – as opposed to for what they do – is related integrally to the idea of teaching the ‘whole child.’ And while it is critical that our approach to education reflect our host culture, we also need to foster culturally relevant education for all of our students, a pedagogical approach grounded in teachers' display of cultural competence and skill at teaching in a cross-cultural or multicultural setting, enabling each and every student to relate course content to his or her cultural context, which produces significant benefits for all students.[11]

- [1] "ARCH || State DOE Accountability || Superintendent's Annual Report || 2014." ARCH || State DOE Accountability || Superintendent's Annual Report || 2014. Web. 07 Jan. 2016.
- [2] Azzam, Amy M. "Why Creativity Now? A Conversation with Sir Ken Robinson." Educational Leadership: Teaching for the 21st Century. ASCD. Web. 07 Jan. 2016. Moke, Heather. "Motivating Students to Learn." Policy Priorities: Student Engagement. Association for Supervision and Curriculum Development. Web. 07 Jan. 2016.
- [3] "Junior School (K - 8)." Punahou School:. Punahou. Web. 07 Jan. 2016.
- [4] "'Iolani School: Sullivan Center." 'Iolani School: Sullivan Center. Web. 07 Jan. 2016.
- [5] "ARCH || State DOE Accountability || Superintendent's Annual Report || 2014." ARCH || State DOE Accountability || Superintendent's Annual Report || 2014. Web. 07 Jan. 2016.
- [6] "The Power of the Indigenous: Native Success in Education and in Life. "Pacific Rim International Conference on Disability and Diversity. Web. 07 Jan. 2016.
- [7] Miller, John P. "Whole Teaching, Whole Schools, Whole Teachers."Educational Leadership: Engaging the Whole Child (online Only). ASCD, n.d. Web. 07 Jan. 2016.
- [8] Hawaii. Department of Education. Hawai'i State Senate. Supplemental Budget Briefing FY 2016-17. Hawai'i State Department of Education, 8 Jan. 2016. Web. 8 Jan. 2016.
- [9] Department of Education, State of Hawai'i. (2014). Superintendent's annual report, 2014. Honolulu, HI: Department of Education, State of Hawai'i.
- [10] Hawai'i Health Data Warehouse, State of Hawai'i. (2015, November 5). Hawai'i School Health Survey: Youth Risk Behavior Survey Module, Report Created: 5/30/14.
- [11] Rajagopal, Kadjir. "Culturally Responsive Instruction." Create Success! ASCD. Web. 08 Jan. 2016.

Late Testimony

HB-723

Submitted on: 2/12/2019 9:35:14 AM

Testimony for LHE on 2/12/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jeffrey Boeckman	Individual	Support	No

Comments:

Providing whole child education must include the teaching of music. Hawai'i is the only minority-majority state in the country. Singing is an integral part of Hawaiian culture. Unfortunately, music is not a mandatory subject in public and pre-schools as it is in many school systems on the mainland. By singing and making music that reflects the diverse Asian Pacific cultures found in the state of Hawai'i, and specifically Hawaiian culture, music also teaches the appreciation of Hawaiian values, protecting Hawaiian traditions. This preservation includes working towards increased racial equity in our schools, another aspect of teaching the whole child.

Schools should include music as part of a well-rounded education and be included in schoolwide plans under ESSA (Section 1008). Even though well-rounded education is practiced under the DOE of Hawai'i; little action has been taken to require that certified music teachers teach music. Thus, we propose that funding should be provided advocating creative music making in public and pre-schools that includes a focus on Hawaiian music and culture.

Music is a positive, vital medium that can contribute meaningfully to the learning processes of young children, including special learners, ELL and ESL students. Creative and folk-based musical activities can help children make meaningful neurological connections as they are passing through critical and sensitive periods for their cognitive, physical, emotional and social development. Thus, music is essential to any education system that strives to provide whole child education.

Sincerely,

Jeffrey Boeckman

Director of Bands, Associate Professor of Music, University of Hawaii at Manoa

From: Alena Ornellas <noreply@jotform.com>
Sent: Tuesday, February 12, 2019 11:15 AM
To: LHEtestimony
Subject: Testimony in SUPPORT of HB 723, Relating to Education



HB 723, Relating to Education

Name	Alena Ornellas
Email	mkanikapu2912@gmail.com
Subject	8084460755

Sample testimony. Edit the text as much as you'd like, then click to submit.

Education is the foundation of a democratic society and prosperous economy. Yet, the critical thinking skills and creativity needed to build a successful future for ourselves and our children are often missing from our schools, which are burdened by the pressures of standardized testing and lack the resources to uplift our most vulnerable students.

Now is the time to adopt a new model of learning that embraces whole child education. This proposal would expand access to arts, cultural, and Hawaiian curricula, ensuring that students are provided with a rich, place-based education that connects classroom content with real-world problem-solving. Furthermore, this measure would provide additional resources to special needs teachers, so that disadvantaged children are given a quality learning experience. Finally, this bill would give teachers greater say in academic and financial planning processes, additional instructional resources, and smaller class sizes, returning respect to our state's hardworking classroom leaders.

We tell our children to reach for the stars. Please give them that chance by supporting this bill and continuing to work to increase education funding to ensure that its vision takes full effect.

Attending Hearing?	No
--------------------	----

You can [edit this submission](#) and [view all your submissions](#) easily.