



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

Date: 02/28/2019
Time: 10:30 AM
Location: 211
Committee: Senate Ways and Means

Department: Education
Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education
Title of Bill: SB 0090, SD1 RELATING TO THE DEPARTMENT OF EDUCATION.
Purpose of Bill: Appropriates funds for operating expenses of the department of education. (SD1)

Department's Position:

Chair Dela Cruz, Vice Chair Keith-Agaran, and committee members:

Thank you for the opportunity to testify on behalf of the Department of Education (Department) **in support** of Senate Bill 90, SD 1, which appropriates funds for the operating expenses of the Department for Fiscal Biennium (FB) 2019-21, and **we respectfully request that to the extent practical, the Department's budget for FY 2019- 2020 and FY 2020-2021 be authorized via a single appropriations bill.**

The Department is appreciative of the general funds contained in this measure over the previous version for FB 2019-21:

- \$2,000,000 for additional workers' compensation funds;
- \$3,000,000 for school innovation funds for weighted student formula;
- \$1,500,000 for early college funding for high schools; and
- 3.00 full-time equivalent (FTE) permanent positions and \$350,896 for fiscal year (FY) 2019-2020 and \$444,832 for FY 2020-2021 for leadership and development support.

The Department also has the following concerns.

A key part of our budget for FB 2019-21 involves trade-off/transfer adjustments to realign our base budget and make optimal use of current resources in alignment with strategic and operational priorities. While these trade-off/transfer adjustments are not requests for additional funding, many of these adjustments coincide with our requests for new Full-Time Equivalent positions that will be funded with realigned resources.

As such, we respectfully ask for your consideration in restoring to this measure the following

position-only requests that were deleted or amended from the previous version:

- 3.00 FTE permanent positions for the Office of Hawaiian Education;
- 1.00 FTE permanent Education Specialist for Early College;
- 1.00 FTE permanent English Language Learners Program Education Specialist for compliance and program implementation;
- 1.00 FTE permanent Administrative Assistant position for the Office of Curriculum and Instructional Design;
- 1.00 FTE permanent Administrative Services Assistant position for the Office of Student Support Services; and
- 15.00 FTE permanent positions for safety and security (amended to personnel specialists for investigations).

The realignment and reprogramming further lowered our need for additional, new funding in key areas that could not be addressed by reprogramming. Thus, the Department respectfully requests your consideration in fully restoring to this measure the following requests that were reduced from the previous version:

- \$5,000,000 (reduced to \$2,000,000) for electric utilities energy cost adjustment charges;
- \$6,000,000 (reduced to \$3,468,193) for support for school facility service and maintenance contracts; and
- \$1,000,000 (reduced to blank appropriation amounts) for air conditioning repair.

Additionally, the Department notes that not all requested adjustments for FB 2019-21 appear in the bill, and we appreciate the Committee's support for their inclusion, whether in this bill or in other bills heard before the Committee.

The Department defers to the Executive Office on Early Learning with respect to adjustments made to their proposed FB 2019-2021 budget and provide no comment for their program.

By realigning and reprogramming our current resources in our base operating budget, the Department formulated a budget that we believe is reasonable and sustainable.

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

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

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



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

February 26, 2019

TO: Senator Donovan M. Dela Cruz, Chair
Senator Gilbert S.C. Keith-Agaran, Vice Chair
Senate Committee on Ways and Means

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: Measure: S.B. No. 90, S.D. 1 – RELATING TO THE DEPARTMENT OF
EDUCATION
Hearing Date: February 28, 2019
Time: 10:30 a.m.
Location: Room 211

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

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Support

Good morning. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL is in strong support of S.B. 90, S.D. 1, and respectfully requests an amendment.

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

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

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

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

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

- Assist in coordination, preparation, and review of policies, guidelines, and procedures related to the implementation of the Program; and
- Plan, direct, and coordinate the application process for the Program as well as communicate and coordinate the application process with schools.

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

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

EOEL's Educational Specialist, who has taken on many of these other responsibilities, has therefore not been able to fully focus on her primary responsibility to provide the direct support schools need in order to implement the EOEL Public Pre-K Program. The schools participating in the Program have expressed the need to develop the knowledge and experience required to appropriately serve prekindergarten-aged children, and the Educational Specialist, who is required to have a master's degree in early childhood education, helps address this need for the school leadership, teachers, educational assistants, and their students. To address the demands of this current workload, especially with the recent expansion of the Program to more schools, the Educational Specialist requires the assistance of an Institutional Analyst and Office Assistant.

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

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

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

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

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

We respectfully request that funding and positions also be included in the bill to expand the EOEL Public Pre-K Program with 22 additional classrooms to open in School Year 2020-2021:

- For FY20: \$830,535
- For FY21: \$2,025,620 and 44.0 FTE positions

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, for which we are grateful. As a result, the EOEL Public Prekindergarten Program can serve up to 520 four-year-old children in Hawaii; EOEL recognizes that other providers, including federal Head Start and community-based providers, also play a critical role in increasing access for our children. EOEL has plans to expand the Program to ensure high-quality pre-K for our keiki as it continues to work intently with its partners to develop the severely limited pool of qualified early childhood educators needed to teach in new classrooms. In fall 2018, DOE identified 22 public schools at which classrooms are available for pre-K. EOEL is currently working with DOE to review the applications received from 30 schools to participate in the EOEL Public Pre-K Program. 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.

Thank you for your consideration, and for the opportunity to submit testimony for this bill. I am happy to answer any questions you may have.

TO: Senator Donovan M. Dela Cruz, Chair
Senator Gilbert Keith Agaran, Vice-Chair
Senate Committee on Ways and Means

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

SUBJECT: **Measure:** S.B. No. 90, S.D. 1 – Relating to the Department of Education
Hearing Date: February 28, 2019
Time: 10:30 a.m.
Location: Room 211

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

Early Learning Board’s Position: Support

Thank you for this opportunity to testify on behalf of the Early Learning Board in support of S.B. 90, S.D. 1, appropriating operating funds for the Department of Education.

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

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

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

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

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

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

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

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

3) Expansion of the EOEL Public Pre-K Program

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

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

The EOEL Public Pre-K Program prioritizes children who are at risk, pursuant to statute – research shows that early learning benefits all children, but more so those who are at risk, helping to minimize the achievement gap. To help ensure the Program reaches especially these families, they must be made aware of the importance of early learning and the availability of the Program for their children through a broad range of communication methods. Currently, the primary method EOEL employs to communicate with families is its website, which must be improved significantly to be made more family-friendly. A Communications Specialist dedicated to improving website content as part of his or her overall responsibility to share information about early learning will greatly enhance EOEL's ability to communicate more widely with families as well as the general public. The position will also help address EOEL's statutory responsibilities to build the State's early learning system for children from prenatal care until the time they enter kindergarten, which involves coordinating across the public and private

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

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

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

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Senate Committee on Ways and Means
Senator Donovan Dela Cruz, Chair
Senator Gilbert Keith-Agaran, Vice Chair

February 28, 2019

Dear Chair Dela Cruz, Vice Chair Keith-Agaran, and Members of the Committee,

We **support SB90 SD1**, appropriating funds for appropriating funds for operating expenses of the Department of Education.

The Coalition appreciates the Legislature's commitment and support of public education and requests that Legislature support DOE's additional requests to the base budget, and focus on outcomes of our students, in particular, our high-needs students who have traditionally struggled in our system. The recent education funding "Con Am" measure brought statewide-heightened acknowledgement of the need for increased education funding, as well as a need for transparency and accountability.

Our support of SB90 SD1 should be seen in the context of our continued concerns that:

- 1) The Legislature, Board of Education (BOE), and the public should have transparent access to financial and operational data, and the efficient, effective and strategic utilization of funding to meet the DOE's statewide student success indicators (attached).**
- 2) The teacher supply crisis must be addressed and that funding for full teacher supply should be maintained, using any unspent funds due to insufficient credentialed teachers be used to recruit, retain, and support educators. We also support the "Grow Your Own Teacher Initiative," which contributes to the qualified teacher pipeline.**
- 3) Early childhood education expansion requires funding, research and development of proven implementation models.**

Hui for Excellence in Education, or "HE'E," promotes a child-centered and strength-based public education system in which families, communities and schools are valued and empowered to help every student succeed. HE'E works to bring diverse stakeholders together to harness collective energy, share resources, and identify opportunities for progressive action in education. Our support of these bills represents a 75% consensus or more of our voting membership.

Thank you for the opportunity to testify.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

HE'E Membership List

Academy 21
After-School All-Stars Hawaii
Alliance for Place Based Learning
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
Coalition for Children with Special Needs
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
Harold K.L. Castle Foundation
*Hawai'i Afterschool Alliance
*Hawai'i Appleseed Center for Law and Economic Justice
*Hawai'i Association of School Psychologists
Hawai'i Athletic League of Scholars
Hawai'i Charter School Network
*Hawai'i Children's Action Network
Hawai'i Nutrition and Physical Activity Coalition
* Hawai'i State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii
Kamehameha Schools
Kanu Hawai'i
*Kaua'i Ho'okele Council
Keiki to Career Kaua'i
Kupu A'e
*Leaders for the Next Generation
Learning First

McREL's Pacific Center for Changing the Odds
Native Hawaiian Education Council
Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i
Punahou School PUEO Program
*Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education
YMCA of Honolulu

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*

DOE STATEWIDE STUDENT SUCCESS INDICATORS

	STATEWIDE STUDENT SUCCESS INDICATORS	2015-2016 (Base)	2016-2017	2017-2018	2018-2019	2019-2020 (Target)	Difference between target and last stated result
1	Chronic Absenteeism	15%	15%	15%		9%	6%
2	School Climate (% Positive)	N/A	N/A	73%		N/A	N/A
3	Inclusion Rate	37%	37%	41%		51%	10%
4	3rd Grade Literacy	70%	65%	73%		76%	3%
5	9th Grade On-Track	91%	91%	90%		94%	4%
6	Academic Achievement (ELA)	51%	50%	54%		61%	7%
	Academic Achievement (Math)	42%	42%	42%		54%	12%
	Academic Achievement (Science)	43%	46%	46%		64%	18%
7	Achievement Gap (ELA)	33	33	32		25	7
	Achievement Gap (Math)	29	28	28		22	6
8	High School Graduation	82%	83%	83%		86%	3%
9	CTE Concentrator	39%	42%	48%		50%	2%
10	College-Going Graduates	56%	55%	55%		62%	7%
11	Teacher Positions Filled	N/A	93%	92%	92%	96%	4%
12	Teacher Retention	N/A	52%	54%	51%	60%	9%
13	R&M Backlog (millions)	N/A	N/A	\$868		N/A	N/A
14	Family Engagement	N/A	N/A	72%		N/A	N/A

Source: DOE, DOE Dynamic Report
 Achievement Gap (points), N/A (data not available)