

STATE OF HAWAII DEPARTMENT OF EDUCATION

Fiscal Biennium (FB) 2023-25 “Steady State” Budget Requests

Table of Contents

1. DOE EDN Program Codes & Descriptions	pg. 3
2. Definitions of FTE & Characters	pg. 5
3. General Fund Budget Requests - by Character of Expenditure	pg. 6
4. Non-General Fund Budget Requests - by Character of Expenditure	pg. 18
5. New Position Requests & Net-Zero Transfers	pg. 21
6. Detailed Justifications of Budget Requests	pg. 30
7. Other References	pg. 162

DOE EDN PROGRAM CODE & DESCRIPTION (LEVEL IV)

Program ID

There are two uses of the term “Program ID”; each refers to two different levels of detail within the Department’s budget program structure.

- Program ID (EDN)** is an alphanumeric code used for budget purposes at the State level. The Legislature, Governor, and B&F use these program IDs to group funding for high-level programs within each state agency. The ID consists of two parts – a 3-character alphabetic abbreviation designating the responsible agency (EDN for the Department of Education), followed by the agency’s 3-digit number for high-level program groupings. The following are the Program IDs associated with the Department:

PROG ID (EDN)	PROGRAM ID NAME	PROGRAM ID DESCRIPTION
EDN100	School-Based Budgeting	To assure that all students receive instruction consistent with the Hawaii Common Core and Hawaii Content and Performance Standards so they may achieve those standards and develop to their fullest potential in alignment with the General Learner Outcomes (GLOs). The standards specify what students should know, be able to do, and care about. The GLOs define the expected outcomes of students in Hawaii’s public schools.
EDN150	Special Education and Student Support Services	To ensure all students’ holistic needs are met through a comprehensive and responsive multi-tiered system of support that attends to their academic, behavioral, social, emotional, and physical development so they may achieve the Hawaii Common Core and Hawaii Content and Performance Standards.
EDN200	Instructional Support	To support the instructional program by building capacity of complex area support teams and school leadership teams to implement the Hawaii Common Core and Hawaii Content and Performance Standards; and building capacity, providing technical assistance, evaluating professional learning pathways, and progressively monitoring promise plans which include content standards, content foundational skills, curriculum frameworks, explicit and implicit instructional strategies, formative assessments, and data along with continuous improvement efforts and innovations meant to be responsive, provide equity, raise student achievement, and secure future opportunities.

PROG ID (EDN)	PROGRAM ID NAME	PROGRAM ID DESCRIPTION
EDN300	State Administration	To facilitate the operations of the public school system by providing leadership, management, planning, fiscal, logistical, technological, personnel, compliance with federal and state laws, and other supporting services.
EDN400	School Support	To facilitate the operations of the department by providing school food services, services and supplies relating to the operation and maintenance of grounds and facilities, and student transportation services.
EDN500	School Community Services	To provide lifelong learning opportunities for adults and to meet other community needs of the general public.

- **Program ID (5-digit DOE Program ID)** is a lower-level code unique to specific programs within the Department. For example:
 - 16817 - Early College. The EDN Program ID for Early College is EDN100.
 - 15686 - School-Based Behavioral Health (SBBH). The EDN Program ID for SBBH is EDN150.
 - 25759 - Homeless Concerns. The EDN Program ID for Homeless Concerns is EDN200

NON-DOE EDN PROGRAM CODE

Program ID (EDN)	Program ID Name
EDN407	Public Libraries
EDN450	School Facilities Authority*
EDN600	Charter Schools
EDN612	Charter Schools Commission and Administration
EDN700	Early Learning**

* The School Facilities Authority is attached to the Department for administrative purposes only (section 302A-1702, HRS).

** The Executive Office on Early Learning (EOEL) is attached to the Department for administrative purposes only (section 302L-1.5, HRS) and is governed by the Early Learning Board (section 302L-1.6, HRS).

DEFINITIONS OF FTE & CHARACTERS

FTE

Full-time equivalent (FTE) is a value to measure how many permanent (perm FTE) and temporary (temp FTE) full-time and part-time employees are appropriated. For example:

- 1.00 FTE = full-time employee
- 0.50 FTE = half-time employee

Only the Legislature can establish or abolish FTE. Position appropriations have two components: the FTE, and the salaries. Each can be appropriated separately.

Temp FTEs are not the same as positions granted via Superintendent approval (pursuant to Section 302A-1116, Hawaii Revised Statutes) to address unbudgeted needs. Superintendent-approved positions are not FTEs appropriated or authorized by the Legislature, and are not part of the Department's FTE base budget.

Character of Expenditure

A classification identifying accounting categories of expenditures. Following are the classification codes and examples:

Code	Category	Examples of items that might be purchased
A	Personal services	<ul style="list-style-type: none">● Salaries and other salary related items
A1	Other personal services	<ul style="list-style-type: none">● Casual hires and contract employees
B	Other current expenses	Expenditures for materials, supplies, and services that are ordinarily consumed within a fiscal year and not classified as capitalized assets, such as: <ul style="list-style-type: none">● Classroom supplies● Service for fee● Telephone
C	Equipment	<ul style="list-style-type: none">● Computer equipment● Instructional equipment● Textbooks

General Fund Budget Requests - by Character of Expenditure

The following list reflects the Department of Education's recommended "Steady State" **General Fund** budget requests by "Steady State" category, Program Title, and Character of Expenditure. Each item includes the respective 4-digit request reference number and a short summary of the request and justification.

General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24							Fiscal Year 2024-25								
					PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT
Continued funding for specific appropriation	EXTRACURRICULAR	7870	This position will plan and implement summer learning statewide which will include the development of program policies and procedures in compliance with applicable state laws, rules and regulations; coordinate with governmental agencies and community organizations that provide summer programming; and coordinate with Department state offices to review summer learning procedures, collect data and evaluate program effectiveness, reduce or eliminate redundant efforts, and promote the equitable provision of services.	The Legislature approved and provided funding for a full-time Summer Learning Coordinator (through Act 259, SLH 2022) to assist in planning, coordinating, and implementing summer programs through the tri-level support system. The work entails extensive planning and coordination year-round and will also require community partnerships. The position must be incorporated into the biennium budget to make it a recurring position. In Summer 2022, HIDOE provided summer learning opportunities for 28,275 students at 225 schools statewide.	1.00	0.00	110,136		110,136			110,136	1.00	0.00	110,136		110,136			110,136
Continued funding for specific appropriation	INSTRUCTIONAL SERVICES	7895	Requesting 1.00 FTE and funds to sustain the School Garden Coordinator position approved by the Legislature through Act 258, SLH 2022 (SB2182).	To fulfill the Hawaii farm to school program requirements established by section 302A-405.5, HRS, which seek to accelerate garden and farm-based education for the State's public school students with a school garden coordinator.	1.00	0.00	110,136		110,136			110,136	1.00	0.00	110,136		110,136			110,136
Continued funding for specific appropriation	KINDERGARTEN ENTRY ASSESSMENT	7931	This request is to fund the Kindergarten Entry Assessment, an annual assessment to be administered to all kindergarteners within the first thirty days of each school year.	The Kindergarten Entry Assessment (KEA) was legislatively mandated per Act 46 and Act 210. The Board of Education has adopted the Johns Hopkins University Ready for Kindergarten tool as the KEA for English medium schools. The Department must maintain the tool, the technological data infrastructure, and teacher training and professional development from year to year, including the annual training of newly hired kindergarten teachers. The Department researched annual kindergarten teacher hiring and determined that approximately 60 new teachers per year will need to be trained in the KEA tool. Furthermore, returning kindergarten teachers will access one hour online refresher training, as well as the administration of the assessment and data entry from year to year. This budget item will impact all kindergarten teachers (approximately 1,000 per year), all HIDOE elementary schools, and all kindergarten students (approximately 11,000 per year).	0.00	0.00		23,000	23,000	184,000		207,000	0.00	0.00		23,000	23,000	156,000		179,000
Continued funding for specific appropriation	VIRTUAL SCHOOL	7849	Add 43.0 Perm FTE and funds for the state distance learning programs, including the State Kaiapuni (Hawaiian Language Immersion) Distance Learning Program.	This request is to make virtual schooling a permanent option within the Department for both English and Hawaiian Language students. A virtual option provides flexibility for both students and parents to learn from a location and time that best fits their needs. Virtual options also provide students from smaller, rural schools with equitable access to content that may not otherwise be available to them. Lastly, the virtual programs serve as a laboratory of virtual curriculum development, with the goal of providing any student with any class at any time. The student count for this 2022-23 school year is 255 students with 25 of the 255 students enrolled in the Office of Hawaiian Education (OHE) Distance Learning program. The program's capacity is up to 400 students and 130 Kaiapuni students for a total of 530 students.	43.00	0.00	2,742,969	67,962	2,810,931	228,093	131,368	3,170,392	43.00	0.00	2,742,969	67,962	2,810,931	228,093	131,368	3,170,392

General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24							Fiscal Year 2024-25								
					PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT
Health/Safety, Court Order or Fed Mandate	ACCOUNTING	7806	PROG 33015: ACCOUNTING requires an increase in funds to cover the increasing costs for the annual license fee for the Student Activity Fund (SAF) system.	The Student Activity Fund (SAF) accounting system is used by all 259 schools to track funds collected for the benefit of students (e.g., non-classroom student fees, co-curricular clubs/fundraising, etc.). The annual licensing fee for the system, which tracks a total DOE balance of \$30+million, will go up \$42k for FY 2023-24 (\$401,576) and \$58k for FY 2024-25 (\$417,640). The Accounting Program that pays for this system has a base non-payroll budget of only \$391,268, and cannot afford the cost increase for this annual license, let alone fund its other basic operating expenses, without additional funds.	0.00	0.00			0	42,000		42,000	0.00	0.00			0	58,000		58,000
Health/Safety, Court Order or Fed Mandate	ACCOUNTING SERVICES-OFS	5427	Funding for contractual support to audit DOE Form G-2's, which lists out the balances for vacation and sick leave credits upon employee separation.	This request supports the staff who support students. The Office of Fiscal Services contracts a local accounting firm to audit employee leave records prior to submission to the Employees' Retirement System (ERS). The Department lacks staff capacity to perform this time-sensitive work, and has never been appropriated funds for this expense. Without this contract, ERS cannot accurately calculate pension payments for retirees, undermining confidence in the Department's commitment to its employees and subjecting the Department to financial penalties from the ERS.	0.00	0.00			0	411,000		411,000	0.00	0.00			0	411,000		411,000
Health/Safety, Court Order or Fed Mandate	APPLIED BEHAVIOR ANALYSIS	5446	Requesting 166 Applied Behavior Analysis positions previously funded through "A1" funds in this program to become permanent appropriated positions. Current "A1" funding is short by approximately \$4 million.	Positions are needed to provide Applied Behavior Analysis (ABA) services to approximately 735 students who have significant behavioral and/or social-communication deficits, in compliance with the requirements of Act 107, SLH 2016, and Act 205, SLH 2018. The Legislature previously appropriated funds to provide ABA services, but in anticipation that it would take time to recruit staff, chose to rely on the Department's ability to establish positions without appropriated FTE. The Department is now seeking the FTE counts to align the budget with the preferred method of service delivery via staff rather than contracted services.	166.00	0.00	8,775,122	-4,746,409	4,028,713			4,028,713	166.00	0.00	8,775,122	-4,746,409	4,028,713			4,028,713
Health/Safety, Court Order or Fed Mandate	APPLIED BEHAVIOR ANALYSIS	7913	Requesting \$15,000,000 in "B" funds to supplement contracted costs for Applied Behavior Analysis services provided to students with significant behavioral and/or social-communication deficits.	Additional funds are needed to provide contracted Applied Behavior Analysis (ABA) services to approximately 585 of the 735 students who have significant behavioral and/or social-communication deficits, in adherence to the requirements of Act 107, SLH 2016, and Act 205, SLH 2018. While the Department anticipates the ability to provide services from within, it also anticipates steady growth in the number of students needing ABA services. Contracted ABA services include Licensed Behavior Analyst (LBA) and Registered Behavior Technician (RBT) services. The hourly rate for LBA services has increased from \$75 to \$100 for Oahu; and \$75 to \$125 for the neighbor islands. The hourly rate for RBT services has increased from \$50 to \$75 for the neighbor islands; the rate for Oahu remains at \$50.	0.00	0.00			0	15,000,000		15,000,000	0.00	0.00			0	10,000,000		10,000,000

General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24						Fiscal Year 2024-25									
					PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT
Health/Safety, Court Order or Fed Mandate	AUXILIARY SERVICES	7821	\$3,500,000 for increases in 70+ service contracts increases. Costs increase each year especially after the COVID-19 supply chain disruptions. In addition the opening of new schools and buildings increases the number and frequency of service contract visits. Service contracts include: Fire Alarm Systems, Master Clocks, and Program Signal Systems; Pest Management Products; Photovoltaic (PV) Systems; Provide an Energy Efficiency Data Integration Platform; Grease Trap; Backflow Prevention; Reg Tree Trimming; Pump & Piping Systems; Refuse; Air Conditioning & Exhaust & Ventilating Fans; Air Conditioning; Portable Fire Extinguishers & Other Fire Suppression Systems; Fire Hydrant Service; Courier Service; Coconut/Palm Tree Trimming; Refuse & Recycling; Scan, Duplicate & Distribute Construction Bids; Wastewater Systems; AC Controls; Mass Messaging; Septic Waste System; Generators; Elevator; Electronic Procurement Management System; IT System Support; Various Schools Statewide Mitigation of Volcanic Impacts; Hazardous Materials Removal	This request is necessary as service contracts provide essential services to 263 schools, 4425 buildings, and 20.7 million square feet of space. New schools and new buildings increase the number and frequency of service vendor visits to schools. The Department is short roughly \$4M each year on service contracts. This leads to a reduction of services. For example, service for AC systems are only provided on large central and package AC systems due to the shortfall. Services such as trash pickup have been reduced from daily to only 3 times a week due to shortfalls. Service contract costs increase each year and without increasing appropriations for these contracts, the Department's only option is to reduce the frequency of essential services. Increases are expected to be significant for FY 2023-24 due to COVID-19 supply chain disruptions. NOTE: The Legislature provided \$4.23M in non-recurring general fund support for maintenance contract costs in FY 2022-23.	0.00	0.00			0	3,500,000		3,500,000	0.00	0.00			0	3,500,000		3,500,000
Health/Safety, Court Order or Fed Mandate	ENVIRONMENTAL SERVICES	7827	Implement long-term mitigation measures for soil contamination at nine East Hawaii island schools.	The request is to mitigate through removal or permanent capping of contaminated soil at 15 sites located at various East Hawaii Island schools. The purpose is to provide permanent measures to prevent exposure of students and staff to high levels of lead and/or arsenic, primarily in building perimeter soils. Failure to implement these permanent mitigation measures increases risk and potential liability due to the presence of and potential exposure to contaminated soil.	0.00	0.00			0	1,500,000		1,500,000	0.00	0.00			0	1,500,000		1,500,000
Health/Safety, Court Order or Fed Mandate	FOOD SERVICE	5350	Funding will be used to replace aging equipment that is needed to meet State of Hawaii Department of Health regulations as well help support operations for the School Food Service Program in support of the federal meal program.	The School Food Service program serves approximately 100,000 student meals a day. The program has three sources of revenue -- general funds, federal reimbursements, and special funds from charges for meals. Due to rising program costs, which include a 25% increase for food commodities, coupled with fixed federal reimbursement rates and price sensitivity to increased meal charges for so many of Hawaii's families, the School Food Service program is projected to require increased state support to maintain its current level of operations. \$18,000,000 is needed for the School Food Service program to ensure every student has access to quality, filling, and nutritious meals. The Food Service program is an essential prerequisite for students to engage in and benefit from their school's social-emotional learning and academic programs.	0.00	0.00			0	17,000,000	1,000,000	18,000,000	0.00	0.00			0	17,000,000	1,000,000	18,000,000

General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24							Fiscal Year 2024-25								
					PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT
Health/Safety, Court Order or Fed Mandate	HAWAII KEIKI: HEALTHY & READY TO LEARN	7866	Additional support is needed for students returning to in-person learning with unmet health needs. Funds will be used to sustain Advanced Practice Registered Nurses (APRN) and Registered Nurses (RN), with at least 1 per complex.	This program will facilitate greater access to health care for all students, which will help students to stay in school and benefit from educational programs. Services are provided both in person and via telehealth. Funds requested will cover the cost of one at least 1 full-time nurse for each complex and include RNs, APRNs, Admin and Behavior Technicians (52 total positions) through a formal agreement with Hawaii Keiki. These funds also cover other miscellaneous program costs such as health rooms supplies, equipment, and training. General funds are required as non-recurring federal funds (from CDC and ESSER) have previously been able to support a large portion of funding for this program.	0.00	0.00			0	7,000,000		7,000,000	0.00	0.00			0	7,000,000		7,000,000
Health/Safety, Court Order or Fed Mandate	HAWAIIAN LANGUAGE IMMERSION PROGRAM	7917	Add 3.0 Perm FTE and funds for Educational Specialist II positions to address the Kaiapuni Educational Program (Hawaiian Language Immersion Program) demand and growth.	This request is for additional permanent positions and funding to address the Kaiapuni demand and growth as well as the critical shortage of curricular materials for Kaiapuni classrooms.	0.00	0.00	0		0			0	3.00	0.00	330,408		330,408		330,408	
Health/Safety, Court Order or Fed Mandate	HAWAIIAN LANGUAGE IMMERSION PROGRAM	7920	Add funds for Kaiapuni Educational Program (Hawaiian Language Immersion Program) teachers to attend professional development opportunities.	This request is to build the capacity and expertise of Kaiapuni teachers through professional development opportunities aligned to the Foundational and Administrative Framework for Kaiapuni Education (FAFKE) in order to impact instructional practices in Kaiapuni classrooms. Currently, the Department employs approximately 160 Kaiapuni teachers in 22 schools across the state. This number does not include teachers who are employed in the 6 Hawaiian immersion charter schools in the State of Hawai'i.	0.00	0.00			0	0		0	0.00	0.00			0	160,000		160,000
Health/Safety, Court Order or Fed Mandate	HCNP MAINTENANCE OF EFFORT FY23	7882	Additional funding is required to support the maintenance fee for the new federally compliant backup and storage system for the Hawaii Child Nutrition Program (HCNP) online Application and Claiming system.	HCNP provides oversight and technical assistance for all nutrition programs in Hawaii that receive federal support through the U.S. Department of Agriculture (USDA). The request is for a new online Application and Claiming System that agencies (such as DOE's School Food Branch) can use to streamline and expedite the submission of claims using a secure claiming platform that meets new federal requirements. HCNP does not have sufficient resources within its available budget to fund this new system, and would have to trim existing filled positions to do so.	0.00	0.00			0	140,000		140,000	0.00	0.00			0	140,000		140,000
Health/Safety, Court Order or Fed Mandate	ICAA CI-QUALITY AND PERFORMANCE	7967	Additional funding to support Complex Area Superintendents' (CAS) priorities, including: 1. Investigations 2. Funding for 504 accommodations for staff 3. Sustainability for ICAA funding (FY 2024-25 and beyond)	The Indexed Complex Area Allocation is the primary source of funds for operations at the fifteen Complex Areas. Complex Areas continue to play a critical role in supporting and monitoring school operations, which has become more challenging as schools continue to offset the impact from the pandemic with enhanced health and safety, social-emotional, and academic programs. CASes need support to address the increased needs of their schools and students. Inflation has negatively impacted Complex Areas' purchasing power at the same time that increased demands to conduct investigations and provide accommodations (Section 504 of Rehabilitation Act) have strained Complex Area budgets. Providing funding for additional capacity will help alleviate the growing stress on existing staff and will prevent further delays in impacted processes. Without added support, the existing staff will need to continue to perform the overflow of duties and tasks which may result in a delay in their completion, resolution, and/or implementation. This will impact 15 Complex Areas that support 295 schools and all 170,000 students.	0.00	0.00		0	0		0	0.00	0.00		1,652,040	1,652,040			1,652,040	

General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24							Fiscal Year 2024-25								
					PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT
Health/Safety, Court Order or Fed Mandate	RESOURCES FOR NEW FACILITIES-REG EDUC	7838	Funding for equipment, furniture, and other necessary resources to ensure new facilities are fully functional.	To fund the purchase of furniture and equipment to prepare new and/or repurposed classrooms/buildings for occupancy. The amount requested is based on projects scheduled to become operational in the next fiscal year. Failure to secure funds for this purpose could either: 1) delay the opening of new facilities, or 2) negatively impact support for students if schools are required to redirect limited WSF funds allocated for instruction and school operations for significant one-time costs.	0.00	0.00			0	4,000,000		4,000,000	0.00	0.00			0	4,000,000		4,000,000
Health/Safety, Court Order or Fed Mandate	SAFETY, SECURITY & EMERGENCY PREP	5303	Funds are requested to provide education, training, and professional development of Safety, Security and Emergency Preparedness Branch (SSEP) staff personnel.	The funds being requested are needed for the Department's Safety, Security, and Emergency Preparedness Branch (SSEP) personnel to attend conferences to enhance the education, training, and Professional Development (PD) of SSEP's staff. These conferences and trainings will provide critical information that will keep the branch abreast of any new vital safety, security, emergency preparedness, and risk management measures and programs that are pertinent to the Department. If funds are not provided, SSEP staff will not receive updated information and be trained on updated guidance, protocols, "best practices," and certifications related to safety, security, and emergency preparedness and risk management duties. Furthermore, they will be incapable of training and passing on this current information to state offices, complex area district offices, and school personnel. It is vitally important that SSEP personnel remain up to date on current safety, security, emergency preparedness, and risk management laws, "best practices," and guidance as well as certifications in order to maintain their confidence and credibility in perform their important duties.	0.00	0.00			0	75,000		75,000	0.00	0.00			0	75,000		75,000
Health/Safety, Court Order or Fed Mandate	SAFETY, SECURITY & EMERGENCY PREP	7864	Funding for nighttime security coverage, to significantly enhance the safety and security of our state & complex area offices as well as our schools to prevent/mitigate criminal activities (e.g., vandalism, theft, break-ins, graffiti, fire, etc.) on our offices and campuses that is causing enormous costs in facilities' repair and maintenance costs.	This request is critical and needed to provide nighttime security coverage at school campuses. Nighttime security significantly enhances the safety and security of our state and complex area offices as well as our schools to prevent/mitigate criminal activities (e.g., vandalism, theft, break-ins, graffiti, fire, etc.) at our campuses that have the potential to cause damage to our facilities that add to our facilities' repair and maintenance costs. The Office of Facilities and Operations has been able to contract for security services for 73 schools and offices by relying on a non-recurring allocation during the pandemic. Unfortunately, we have not been able to accommodate additional schools due to limited funds. Having the \$4M will allow us to expand from 73 to 91 schools/offices.	0.00	0.00			0	4,000,000		4,000,000	0.00	0.00			0	4,000,000		4,000,000
Health/Safety, Court Order or Fed Mandate	SAFETY, SECURITY & EMERGENCY PREP	7926	Funding for Hawaii Department of Education (HIDOE) schools and offices to receive critical Active Threat Response Training in order to properly plan, respond, and be prepared for tragic events such as school shootings.	Funding for this request is necessary to provide critical training to Department personnel to ensure they are knowledgeable, familiar, proficient, and confident in executing required emergency actions in order to properly respond to active shooter/threat incidents on campus. If funds are not provided, the Department will be unable to train our 30,000 employees across its 258 schools.	0.00	0.00			0	300,000		300,000	0.00	0.00			0	300,000		300,000
Health/Safety, Court Order or Fed Mandate	SECTION 504 IMPLEMENTATION	7278	Add funds to address the increase of students with disabilities requiring access to activities sponsored by the Department, in compliance with Section 504 and Hawaii Administrative Rules Chapter 61.	In order to ensure compliance with Section 504 and the Hawaii Administrative Rules Chapter 61, funds are needed to provide accommodations and services to approximately 128 students with disabilities so they can access and participate in the afterschool care program (e.g., A+ Program) spread over 12 of the 15 complex areas.	0.00	0.00			0	898,560		898,560	0.00	0.00			0	898,560		898,560

General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24							Fiscal Year 2024-25										
					PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT		
Health/Safety, Court Order or Fed Mandate	SKILLED NURSING SERVICES	7853	Additional funds are needed to pay for contracted skilled nursing services. More than 400 students require skilled nursing services at nearly 200 schools statewide.	Additional funds are needed to provide direct services to 429 students (as of October 10, 2022) requiring skilled nursing accommodations per the Individuals with Disabilities Education Act or Section or the 504 Rehabilitation Act. The average monthly cost of services, at \$19 million, has increased with the return to in-person learning and rising contract costs. Previous program deficits have been covered by other general or federal program available balances, which are no longer available.	0.00	0.00			0	12,010,000			12,010,000	0.00	0.00			0	12,010,000			12,010,000
Health/Safety, Court Order or Fed Mandate	STUDENT HEALTH AND WELL-BEING	7844	To improve the health and well-being of Hawaii's children by expanding the implementation support for standards-based Health Education, Physical Education, and the Department's Wellness Guidelines in the public school system, this request is for two 10-month State Office Teachers and one Secretary I position.	The National Association of State Boards of Education states that "schools are in a unique position to support students' health and emotional well-being" (NASBE, 2021). As we recover from the COVID-19 pandemic and look to improve students' academic achievement and well-being, it is important that we educate the whole child through a well-rounded education. Healthy students are better learners, and support for standards-based Health Education and Physical Education will help students develop the necessary skills, knowledge, and experiences to address their current and future health and well-being. Standards-based Health Education and Physical Education are essential for students' social, emotional, mental, and physical health and well-being. Health Education and Physical Education are key components of the Hawaii Multi-Tiered System of Support (HMTSS). Additional resources and professional development opportunities are needed to support schools in effectively addressing the Physical Domain of HMTSS. The requested positions will support the implementation of Health Education, Physical Education, and Wellness Guidelines (BOE Policy 103-1; Public Law 108-265 Section 204). Professional development and resources will be offered throughout the tri-level system, which includes state office programs, complex area points-of-contact, Health Education teachers, and Physical Education teachers. In the Hawaii State Department of Education, there are approximately 4,300 teachers of Health Education and Physical Education courses across grades K-12 (teacher count as of 08/29/22).	3.00	0.00	172,357		172,357				172,357	3.00	0.00	172,357		172,357				172,357
Health/Safety, Court Order or Fed Mandate	STUDENT SUPPORT SERVICES	6284	Add 2.0 PERM FTE (1.0 Behavioral Health Specialist IV and 1.0 Office Assistant IV) and funds for positions, substitute teachers, and training to administer Youth Suicide Awareness and Prevention Protocol. Act 270, SLH 2019, directs the Department to develop a "mandatory youth suicide awareness and prevention training program and model risk referral protocol for Complex Areas and Charter Schools", and provide it "to Teachers, Teacher Assistants, Administrators, and Counselors".	B funds requested will cover the costs of contract training (certification), teacher substitute pay, and training material costs to comply with Act 270, SLH 2019, mandates. The requested Behavioral Health Specialist and Office Assistant will oversee the program by ensuring that all educators are appropriately and timely trained; ensuring school-level suicide ideation protocols are in place and implemented; and collecting and reporting data to the legislature. From 2016-2020, 47 Hawai'i youth 10-19 years died of suicide. It was the leading cause of death for this age group, surpassing traffic crashes (31 deaths), cancer (24), and unintentional poisonings (11) - see https://health.hawaii.gov/camhd/ . Suicide Prevention Training is a best practice for suicide prevention and one of the objectives found in the 2017 Prevent Suicide Hawaii Task Force Strategic Plan to reduce suicides in Hawaii by 25% by 2025. Funding assistance, previously provided by the Department of Health, will no longer be available.	2.00	0.00	105,600	140,000	245,600	755,000			1,000,600	2.00	0.00	105,600	140,000	245,600	755,000			1,000,600
Health/Safety, Court Order or Fed Mandate	STUDENT SUPPORT SERVICES	7273	Add funds for a physical and mental health direct service referral management system of care, to ensure all students across the state receive on-demand and scheduled care, treatment planning, care management, crisis consultation, reporting and follow-through.	The funds requested are needed to extend the mental health service management system of care that provides a safeguard of supplemental community-based mental health services, ranging from assessment administration, crisis prevention, and short-term therapy to transitional support and follow-up. Currently, these services are available to families through June 2024. To date, a total of 142 referrals have been made. With this service, schools can provide the opportunity for timely services should there be a gap in school-level or community resources. This service is available to all students.	0.00	0.00			0	1,700,000			1,700,000	0.00	0.00			0	1,700,000			1,700,000

General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24						Fiscal Year 2024-25										
					PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	
Health/Safety, Court Order or Fed Mandate	STUDENT TRANSPORTATION	7814	This request represents an estimated 25% increase for new statewide school bus contracts that will take effect FY 2024-25.	Approximately 35,000 students rely on bus service to get to and from school, and/or for mid-day transportation services for special education programming. Bus service helps to ensure all students have a safe and reliable option to get to school. This request represents a projected 25% increase in overall school bus contracts starting in FY 2024-25. The bus contracts, in place for the last 7-10 years respectively, have played a pivotal role in rate protection for HIDOE by allowing predictable consistency in year-over-year budget needs. We anticipate pricing for services will be substantially greater than current levels. This request is based on projecting a median cost of approximately \$600 per bus, which represents a 25% increase over the current average cost.	0.00	0.00			0	0			0	0.00	0.00			0	16,778,121		16,778,121
Health/Safety, Court Order or Fed Mandate	TITLE IX TRAINING	6321	Requesting funds for the continuation of training pertaining to Title IX, the Education Amendment of 1972, renamed the Patsy T. Mink Equal Opportunity in Education Act, and new regulations that took effect during the COVID-19 pandemic. Supports training in data analysis, development of strategies to improve access to programs and services, and expansion of participation rates for the underrepresented gender, by expanding athletic interest and programs for the middle school, and perhaps starting in the elementary schools.	This request supports over 171,000 students and approximately 42,000 certificated, classified, and casual employees (including approximately 13,000 teachers) by providing expanded Title IX training to educational officers (EOs), school administrators, teachers, and school counselors as the target audience. It is critical that this training, which was previously provided to EOs, school administrators, and Department leadership, be expanded to include teachers and school counselors, and updated to meet the current Title IX regulations as well as expected regulation changes. The charter schools will be included in the updated Title IX training opportunity.	0.00	0.00			0	350,000		350,000	0.00	0.00			0	350,000		350,000	
Health/Safety, Court Order or Fed Mandate	UTILITIES	5354	Increased funding to pay higher energy cost adjustment charges by Hawaiian Electric Company (HECO) due to monthly adjustments in fuel oil purchased to produce electricity. The Russia-Ukraine war has resulted significantly increased fuel oil prices. The costs are passed monthly to the DOE by HECO.	This request is needed to pay for the Department's electricity bills. The Department has already experienced increased electricity bills due to 1) higher energy cost adjustment charges that have changed monthly due to higher fuel oil prices for the past two years, 2) the Russia-Ukraine war, and 3) increased consumption of new schools, new buildings, and air conditioning of existing classrooms. The Department anticipates difficulties in meeting its May and June electricity bills with current-year fiscal funds. As a result, the Department expects to use FY 2023-24 funds to pay for these FY 2022-23 year bills, subjecting the Department to potential late fees.	0.00	0.00			0	13,000,000		13,000,000	0.00	0.00			0	13,000,000		13,000,000	
Health/Safety, Court Order or Fed Mandate	WEIGHTED STUDENT FORMULA (WSF)	5307	Respond to address the instructional needs of English Learner (EL) students, while being responsive to federal compliance issues, and recognizing that state categorical funds were moved into the WSF budget in FY 2008-09. By increasing the ELL weights by approximately 1/3rd the 13th Committee on Weights will be able to consider the implications of funding English Language Learners (ELL) through WSF and/or categorical funding.	Schools received general funds to provide educational programs for English Learner (EL) students via the Weighted Student Formula. The amount specifically allocated based on EL student characteristics for the current fiscal year is \$21.2 million based on 18,864 EL students – these figures will vary from year to year, but have remained in this ballpark for several years. This request would seek to increase the amount of funds allocated based on the EL student characteristic by approximately 40%, to increase the capacity of schools to support this population of students. This request is intended to help ensure system-wide compliance with the Equal Education Opportunities Act of 1974 and Title VI of the Civil Rights Act of 1964, which require schools to ensure EL students have equal access to education.	0.00	0.00			0	8,194,397		8,194,397	0.00	0.00			0	8,194,397		8,194,397	

General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24							Fiscal Year 2024-25								
					PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT
Health/Safety, Court Order or Fed Mandate	WEIGHTED STUDENT FORMULA (WSF)	5307	Inflation related increase for WSF non-payroll funds going back to 2020. Based on Consumer Price Index (CPI) increase from 2020 equaling 16.5% for 2024 and 19.0% for 2025, which translates to \$16,412,905 for FY 2023-24 and \$18,821,884 for FY 2024-25.	The Weighted Student Formula supports 157,941 students (per SY 2022-23 Official Enrollment Count) at regular DOE schools, and school-level staff. This request is to maintain schools' purchasing power for non-payroll costs for instruction and other school operations. This request considers the impact of actual and projected inflation in Hawaii since 2020, on the non-payroll portion of the WSF budget, which involves taking the base non-payroll budget of \$99,662,225 and adding 16.5% in FY 2023-24 and 19% in FY 2024-25. This translates to approximately \$104/student in FY 2023-24 and \$120/student in FY 2024-25.	0.00	0.00			0	16,412,905		16,412,905	0.00	0.00			0	18,821,884		18,821,884
Health/Safety, Court Order or Fed Mandate	WORKERS COMPENSATION	7840	Additional funding for Workers' Compensation (WC) is needed to cover an anticipated shortfall to pay for statutorily mandated benefits.	This request is to provide statutorily mandated Workers' Compensation (WC) benefits to approximately 42,000 eligible certificated, classified, and casual employees who provide vital services to our Department and students, eligible students, and volunteers. The \$10,000,000 requested is to cover the difference between actual WC costs and the appropriated budget of \$10,523,490. For FY 2021-22, the actual WC costs totalled \$20,655,334. For FY 2022-23, it is projected that actual costs will continue to increase due to inflation and other factors that are out of the Department's control.	0.00	0.00			0	10,000,000		10,000,000	0.00	0.00			0	10,000,000		10,000,000
Health/Safety, Court Order or Fed Mandate	WORKERS COMPENSATION-ADMINISTRATION	7303	Request funds to maintain the Employee Assistance Program (EAP) for all Hawaii State Department of Education (Department) employees -- full-time, part-time, or temporary -- who may need to utilize EAP professional counseling services.	This request is to support the Department's focus on staff well-being for approximately 42,000 certificated, classified, and casual employees who provide vital services to our Department and students. The funds would maintain the Employee Assistance Program (EAP) for these employees to seek professional counseling services that could help decrease staff absenteeism, reduce the number of stress-related claims for workers' compensation benefits, provide for greater staff retention, and build stronger morale. Although FY 2022 EAP data shows 113 employees utilized these services at the cost of \$12,897, the \$15,000 requested would ensure that EAP services would be available to all 42,000 Department employees if needed.	0.00	0.00			0	15,000		15,000	0.00	0.00			0	15,000		15,000
Trade-off/Transfer	EXTRACURRICULAR	7910	Requesting the transfer of a 1.00 permanent FTE State Office Teacher from EDN200/GD ProgID 15497 (Extracurricular), to EDN200/GG ProgID 25048 (Hawaii Virtual Learning Network).	This position was reorganized to the Digital Design Team to assist in the Computer Science initiative. The transfer of the position would ensure alignment with reorganization that occurred in 2018.	-1.00	0.00	-93,225		-93,225			-93,225	-1.00	0.00	-93,225		-93,225		-93,225	
Trade-off/Transfer	COMMUNICATIONS & COMMUNITY AFFAIRS	6308	Transfer 4.0 Perm FTE and funds from Learning & Technology Section (LTS) (16772) to Communications Branch (33027) (1.0 Audio Visual Technician III, 1.0 Teleschool Specialist II, and 2.0 TV Production Technicians).	Transfer (4) permanent positions and funds from Prog ID #16722 Extended Learning Branch (ELB), Learning & Technology Section (LTS) to Prog ID #33027 Communications Branch to align the budget with a 2018 reorganization and current position reporting structure. The positions include 1.0 Audio Visual Technician, 1.0 Teleschool Specialist, and 2.0 TV Technicians. This request was previously submitted during the 2020 legislative session; however, it was not acted upon due to the onset of COVID-19. These positions play a critical role in supporting our Video Production Branch that produces training and promotional videos for various Department offices and schools, social media videos, video news release for the media, and content production for the Department's TV station (Ch. 356, which runs 24/7). They also produce Department events including Educational Leadership Institute (ELI), Joint Venture Education Forum (JVEF) annual meeting, Teacher of the Year, and more.	4.00	0.00	285,071		285,071			285,071	4.00	0.00	297,821		297,821		297,821	

General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24						Fiscal Year 2024-25									
					PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT
Trade-off/Transfer	ENVIRONMENTAL SERVICES	7900	In order to address areas of need within the Office of Facilities and Operations (OFO), one facilities planner position was transferred to the OFO Environmental Services Unit.	This request is necessary to align budget information with personnel changes required over the past year. A Facilities Planner position was transferred to oversee the Unit and program. OFO did not previously have a supervisor managing the unit, but the unit is critical to ensuring student safety relating to a variety of issues including asbestos, lead, air quality, soil contamination, etc.	1.00	0.00	108,489		108,489			108,489	1.00	0.00	112,456		112,456			112,456
Trade-off/Transfer	FACILITIES DEVELOPMENT	7835	In order to address areas of need within the Office of Facilities and Operations (OFO), one facilities planner position was transferred to the OFO Environmental Services Unit.	This request is necessary to align budget information with personnel changes required over the past year. One of the positions was transferred to the OFO AS office as an Institutional Analyst focusing on quality control. OFO generates and needs to keep track of voluminous amounts of data as well develop various reports for the BOE, legislators, etc. In order to ensure what is being presented and to improve the quality, the Institutional Analyst was established. The other position was transferred to the OFO Environmental Services Unit as a Facilities Planner to oversee the unit and the program. To date, OFO did not have a supervisor managing the unit. This unit is critical as it ensures student safety from a variety of things such as asbestos, lead, air quality, soil contamination, etc. There is no request for additional funds nor positions.	-1.00	0.00	-108,489		-108,489			-108,489	-1.00	0.00	-112,456		-112,456			-112,456
Trade-off/Transfer	FACILITIES DEVELOPMENT	7953	In order to address areas of need within the Office of Facilities and Operations (OFO), one position was transferred from the Facilities Development to the OFO Assistant Superintendent (AS Office).	This request will align budget information with personnel changes required over the past year. One of the positions was transferred to the OFO AS office as an Institutional Analyst focusing on quality control. OFO generates and needs to keep track of voluminous amounts of data as well develop various reports for the BOE, legislators, etc. In order to ensure what is being presented and to improve the quality, the Institutional Analyst was established. The other position, a facilities planner position, was transferred to the OFO Environmental Services Unit as a Facilities Planner to oversee the unit and the program. To date, OFO did not have a supervisor managing the unit. This unit is critical as it ensures student safety from a variety of things such as asbestos, lead, air quality, soil contamination, etc. There is no request for additional funds nor positions.	-1.00	0.00	-108,469		-108,469			-108,469	-1.00	0.00	-112,456		-112,456			-112,456
Trade-off/Transfer	HAWAII VIRTUAL LEARNING NETWORK	7932	Requesting the transfer of a 1.00 permanent FTE State Office Teacher from EDN200/GD ProgID 15497 (Extracurricular), to EDN200/GG ProgID 25048 (Hawaii Virtual Learning Network).	This position was reorganized to the Digital Design Team to assist in the Computer Science initiative. The transfer of the position would ensure alignment with reorganization that occurred in 2018.	1.00	0.00	93,225		93,225			93,225	1.00	0.00	93,225		93,225			93,225
Trade-off/Transfer	HOME/HOSPITAL INSTRUCTION	7863	Transfer-in Home Hospital Instruction's Educational Specialist position (Program ID: 16204, Position Number: 74955) from the Exceptional Support Branch to the Student Services Branch/School Health Section.	Currently, the Home Hospital Instruction (HHI) Educational Specialist position is funded under the Exceptional Support Branch but reports to the School Health Section's Administrator. To ensure the HHI Educational Specialist has direct access to their supervisor, the Exceptional Support Branch is recommending that the position be transferred over to the Student Services Branch. By transferring the position to Program ID 16204 HOME HOSPITAL INSTRUCTION, the position will then align to their duties and responsibilities as stated in their job description.	1.00	0.00	108,469		108,469			108,469	1.00	0.00	112,456		112,456			112,456
Trade-off/Transfer	INSTRUCTIONAL SERVICES	6283	TRANSFER-IN 1.0 FTE OFFICE ASSISTANT III POSITION FROM EDN150/SA (15192) SPED SVCS, TO EDN200/GC INSTRUCTIONAL SVCS TO REFLECT RE-ORGANIZATION.	Transfer in Office Assistant position from EDN150/SA (Prog ID 15195) to EDN200/GC (Prog ID 25024) to reflect re-organization done in November 2018. Transfer helps meet program needs.	1.00	0.00	43,896		43,896			43,896	1.00	0.00	46,092		46,092			46,092
Trade-off/Transfer	INSTRUCTIONAL SERVICES	7896	Transfer-in of 1.00 FTE Educational Specialist II from EDN200/GD.	Transfer-in of 1.00 FTE Educational Specialist II from EDN200/GD to accurately reflect the Department's reorganization.	1.00	0.00	129,953		129,953			129,953	1.00	0.00	134,730		134,730			134,730

General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24						Fiscal Year 2024-25												
					PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT			
Trade-off/Transfer	LEARNING TECHNOLOGY	6258	Transfer 4.0 Perm FTE and funds from Learning & Technology Section (LTS) (16772) to Communications Branch (33027) (1.0 Audio Visual Technician III, 1.0 Teleschool Specialist II, and 2.0 TV Production Technicians).	Transfer (4) permanent positions and funds from Prog ID #16722 Extended Learning Branch (ELB), Learning & Technology Section (LTS) to Prog ID #33027 Communications Branch to align the budget with a 2018 reorganization and current position reporting structure. The positions include 1.0 Audio Visual Technician, 1.0 Teleschool Specialist, and 2.0 TV Technicians. This request was previously submitted during the 2020 legislative session; however was not acted upon due to the on-set of COVID-19. These positions play a critical role in supporting our Video Production Branch that produces training and promotional videos for various Department offices and schools, social media videos, video news release for the media, content production for the Department's TV station (Ch. 356, which runs 24/7). They also produce Department events including Educational Leadership Institute (ELI), Joint Venture Education Forum (JVEF) annual meeting, Teacher of the Year, and more.	-4.00	0.00	-285,071		-285,071				-285,071	-4.00	0.00	-297,821		-297,821				-297,821	
Trade-off/Transfer	RECONCILE TO EDN100	7970	Transfer-out funds for salaries from EDN100/RR 'Reconcile to EDN100' (91099) to EDN100/AA 'Weighted Student Formula (WSF) - Instruction (42101).	Transfer out funds for salaries from EDN100/RR "Reconcile to EDN100" (91099) to EDN100/AA "Weighted Student Formula (WSF) - Instruction" (42101).	0.00	0.00		-1,266,431	-1,266,431				-1,266,431	0.00	0.00		-1,266,431	-1,266,431					-1,266,431
Trade-off/Transfer	SCHOOL FACILITY & SUPPORT SERVICES	7902	In order to address areas of need within the Office of Facilities and Operations (OFO), one position was transferred from the Facilities Development to the OFO Assistant Superintendent (AS Office).	This request will align budget information with personnel changes required over the past year. OFO transferred two positions out of the Facilities Development Branch to areas of immediate need. One of positions was transferred to the OFO AS office as an Institutional Analyst focusing on quality control. OFO generates and needs to keep track of voluminous amounts of data as well develop various reports for the BOE, legislators, etc. In order to ensure what is being presented and to improve the quality, the Institutional Analyst was established. There is no request for additional funds nor positions.	1.00	0.00	108,469		108,469				108,469	1.00	0.00	112,456		112,456					112,456
Trade-off/Transfer	SECTION 504 IMPLEMENTATION	6252	Transferring the Home Hospital Instruction's Educational Specialist position (Program ID: 16204, Position Number: 74955) from the Exceptional Support Branch to the Student Services Branch/ School Health Section.	Currently, the Home Hospital Instruction (HHI) Educational Specialist position (Position Number: 74955) is funded under the Exceptional Support Branch but reports to the School Health Section's Administrator. To ensure that the HHI Educational Specialist has direct access to their supervisor, the Exceptional Support Branch would like to recommend that the position be transferred over to the Student Services Branch.	-1.00	0.00	-108,469		-108,469				-108,469	-1.00	0.00	-112,456		-112,456					-112,456
Trade-off/Transfer	SECTION 504 IMPLEMENTATION	7839	This request is to transfer in a Section 504 Educational Specialist II to the appropriate funding source.	Currently, the Section 504 Educational Specialist position (Position Number: 76186) is funded under the Exceptional Support Branch but in different Sub-Org codes. To ensure that the Section 504 Educational Specialist has direct access to their supervisor, the Exceptional Support Branch would like to recommend that the position be transferred over from Sub-Org YG to VA.	1.00	0.00	114,671		114,671				114,671	1.00	0.00	118,886		118,886					118,886
Trade-off/Transfer	SERVICES FOR CHILDREN WITH AUTISM	6250	This request is to transfer out a Section 504 Educational Specialist II to the appropriate funding source.	Funds for this program must be used to serve students with autism, but the Section 504 Educational Specialist II position does not primarily support autism programs and/or students. Therefore, the Department requests to move the position to its more appropriate funding source.	-1.00	0.00	-114,671		-114,671				-114,671	-1.00	0.00	-118,886		-118,886					-118,886
Trade-off/Transfer	SPECIAL EDUCATION IN REGULAR SCHOOLS	7905	Transfer-out 7.5 Perm FTE, 1.0 Temp FTE and funds from EDN150/FA Special Education in Regular Schools (17131) to EDN150/FB Special Education in Special Schools (17202).	Transferring 3.5 Perm and 1.0 Temp Educ Asst III, and 4.0 Perm Behavioral Technician II positions and funds will align the budget appropriation records with where the educational resources are needed and currently deployed. These special education (SPED) positions would be transferred from EDN150/FA Special Education in Regular Schools (17131) to EDN150/FB Special Education in Special Schools (17202). These positions are all at special schools and directly interact with students.	-7.50	-1.00	-364,342		-364,342				-364,342	-7.50	-1.00	-382,234		-382,234					-382,234

General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24							Fiscal Year 2024-25								
					PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	7889	Transfer-in 15.5 Perm FTE, 3.75 Temp FTE and funds from EDN150/FA Special Education in Regular Schools (17101 and 17131); and to EDN150/FB Special Education in Special Schools (17202).	Transferring 3.5 Perm and 3.75 Temp Educ Asst III; 2.0 Perm Gen Educ/Article VI Teachers; 3.0 Perm SPED Teachers; 3.0 Perm 12-MO SPED Teachers; and 4.0 Perm Behavioral Technician II positions and funds will align budget appropriation records with where the educational resources are needed and currently deployed. These SPED positions would be transferred from EDN150/FA Special Education in Regular Schools (17131) and SPED Per Pupil Allocation (17101) to EDN150/FB Special Education in Special Schools (17202). These positions are all at special schools and directly interact with students.	15.50	3.75	1,026,540		1,026,540			1,026,540	15.50	3.75	1,049,400		1,049,400			1,049,400
Trade-off/Transfer	SPECIAL EDUCATION SERVICES	7877	Transfer-in 3.0 positions (Educational Specialist III, 10-Month State Office Teacher and Speech Language Pathologist IV) from EDN 200/GD Prog ID#25237 Student Support Services Branch (SSB) to EDN150/VA Prog ID #25037 Exceptional Support Branch (ESB) to reflect a re-organization.	Transfer-in 3 positions (Educational Specialist III, 10-Month State Office Teacher and Speech Language Pathologist IV) from EDN200/GD Program ID 25237 Student Support Services Branch, to EDN150/VA Prog ID #25037 Exceptional Support Branch (ESB) to reflect a re-organization.	3.00	0.00	250,090		250,090			250,090	3.00	0.00	257,428		257,428			257,428
Trade-off/Transfer	SPED PPA - INSTRUCTION	7906	Transfer-out 8.0 Perm FTE, 2.75 Temp FTE and funds from EDN150/FA Special Education in Regular Schools, SPED Per Pupil Allocation (17101) to EDN150/FB Special Education in Special Schools (17202).	Transferring 2.75 Temp Educ Asst III, 2.0 Perm Gen Educ/Article VI Teachers, 3.0 Perm SPED Teachers, and 3.0 Perm 12-MO SPED Teachers and funds will align budget appropriation records with where the educational resources are needed and currently deployed. These SPED positions would be transferred from EDN150/FA Special Education in Regular Schools, SPED Per Pupil Allocation - Instruction (17101) to EDN150/FB Special Education in Special Schools (17202). These positions are all at special schools and directly interact with students.	-8.00	-2.75	-662,198		-662,198			-662,198	-8.00	-2.75	-667,166		-667,166			-667,166
Trade-off/Transfer	SPED RELATED SERVICES	6255	Transfer out 1.00 FTE Office Assistant position from EDN150/SA (Prog ID 15192) to EDN200/GC (Prog ID 25024) to reflect re-organization.	Transfer out Office Assistant position from EDN150/SA (Prog ID 15192) to EDN200/GC (Prog ID 25024) to reflect re-organization done in November 2018. Transfer helps meet program needs.	-1.00	0.00	-43,896		-43,896			-43,896	-1.00	0.00	-46,092		-46,092			-46,092
Trade-off/Transfer	STUDENT SUPPORT SERVICES	6262	Transfer-out 3.0 positions (Educational Specialist III, 10-Month State Office Teacher and Speech Language Pathologist IV) from EDN 200/GD Prog ID#25237 Student Support Services Branch (SSB) to EDN150/VA Prog ID #25037 Exceptional Support Branch (ESB) to reflect a re-organization.	Transfer-out 3 positions (Educational Specialist III, 10-Month State Office Teacher and Speech Language Pathologist IV) from EDN200/GD Program ID 25237 Student Support Services Branch, to EDN150/VA Prog ID #25037 Exceptional Support Branch (ESB) to reflect a re-organization.	-3.00	0.00	-250,090		-250,090			-250,090	-3.00	0.00	-257,428		-257,428			-257,428
Trade-off/Transfer	STUDENT SUPPORT SERVICES	7890	Transfer-out of 1.00 FTE Educational Specialist II to EDN200/GC.	Transfer-out of 1.00 FTE Educational Specialist II to EDN200/GC to accurately reflect the Department's reorganization.	-1.00	0.00	-129,953		-129,953			-129,953	-1.00	0.00	-134,730		-134,730			-134,730
Trade-off/Transfer	WSF-INSTRUCTION	7971	Transfer-in funds for salaries from EDN100/RR 'Reconcile to EDN100' (91099) to EDN100/AA 'Weighted Student Formula (WSF) - Instruction (42101).	Transfer in funds for salaries from EDN100/RR "Reconcile to EDN100" (91099) to EDN100/AA "Weighted Student Formula (WSF) - Instruction" (42101).	0.00	0.00		1,266,431	1,266,431			1,266,431	0.00	0.00		1,266,431	1,266,431			1,266,431
TOTAL					216.00	0.00	12,016,320	-4,515,447	7,500,873	116,715,955	1,131,368	125,348,196	219.00	0.00	12,346,728	-2,863,407	9,483,321	131,051,055	1,131,368	141,665,744

Non-General Fund Budget Requests - by Character of Expenditure

The following list reflects the Department of Education's recommended "Steady State" **Non-General Fund** budget requests by "Steady State" category, Program Title, and Character of Expenditure. Each item includes the respective 4-digit request reference number and a short summary of the request and justification.

Non-General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	MOF	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24							Fiscal Year 2024-25								
						PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT
Continued funding for specific appropriation	COMMERCIAL ENTERPRISES REVOLVING FUND	W	7834	Increase revolving fund ceiling to align with increasing revenue for Commercial Enterprises.	The \$500,000 ceiling increase is needed for schools to deposit/withdraw funds within the revolving fund. The Department anticipates at least 10 schools will engage in commercial enterprises in SY 2022-23 and utilize the revolving fund. If the ceiling is not increased, schools will not be able to deposit commercial enterprise profits once the ceiling is reached.	0.00	0.00			0	500,000		500,000	0.00	0.00			0	500,000		500,000
Fed Funds	ESSA 21ST CCLC FORMULA	N	7847	REQUESTING TO INCREASE THE CEILING BY \$500,000 TO REFLECT THE CURRENT GRANT AWARD.	The 21st Century Community Learning Centers (CCLC) program is an Out-of-School Time enrichment program that currently supports approximately 9,000 K-12 students. Increasing the ceiling of allowable program expenditures by \$500,000 allows access to the full award amount for the 21st CCLC program funds, which will accommodate the annual and supplemental from Congress to expand services to all HDOE students. If the ceiling is not increased, the funds available to support students and families will be unavailable due to a denied or reduced ceiling threshold, which may result in future award amounts being decreased and other federal awards impacted.	0.00	0.00			0	500,000		500,000	0.00	0.00			0	500,000		500,000
Fed Funds	ESSA MIGRANT EDUCATION	N	7865	Increase Every Student Succeeds Act (ESSA) Migrant Education Program ceiling to accommodate increase to US Department of Education program allocation.	Increased ceiling is needed to expend this federal grant.	0.00	0.00		500,000	500,000	500,000		1,000,000	0.00	0.00		500,000	500,000	500,000		1,000,000
Fed Funds	HUAKA'I E HO'OLA - SCH-BASED MENTAL HLTH	P	7809	Establish Other Federal Fund (MOF P) ceiling to ensure the appropriation of federal funding for mental health services for public school students.	Increased ceiling is needed to expend this federal award.	0.00	0.00		1,750,000	1,750,000	3,225,000	25,000	5,000,000	0.00	0.00		1,750,000	1,750,000	3,225,000	25,000	5,000,000
Health/Safety, Court Order or Fed Mandate	AFTER SCHOOL PLUS PROG REVOLVING FUND	W	7929	REQUEST TO INCREASE CEILING BY \$26,000,000	The A+ Program provides afterschool support for elementary school students and their parents. Due to the pandemic, A+ provided supports to only 9,074 students. However, prior to the pandemic, A+ served over 18,000 students. Due to rising program and personnel costs, A+ tuition increased by 60% to expand access and quality of programs from \$160 to \$200 per month. Since program expenditures will increase to be in the range of \$18-36M, the current \$11M ceiling for program expenditures must be increased to allow for the increase in expenses.	0.00	0.00			0	26,000,000		26,000,000	0.00	0.00			0	26,000,000		26,000,000
Health/Safety, Court Order or Fed Mandate	FEDERAL REVENUE MAXIMIZATION PROGRAM	W	7825	Requesting an increase to appropriation ceiling to align with growth in Medicaid reimbursement revenue.	Increased ceiling is needed to expend this federal reimbursement.	0.00	0.00		906,000	906,000	5,500,000		6,406,000	0.00	0.00		906,000	906,000	5,500,000		6,406,000

Non-General Fund "Steady State" Requests

STEADY STATE CATEGORY	PROGRAM	MOF	REF	SUMMARY	JUSTIFICATION SUMMARY	Fiscal Year 2023-24						Fiscal Year 2024-25									
						PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT	PERM FTE	TEMP FTE	PERSONAL SERVICES (A) \$ AMOUNT	OTHER PERSONAL SERVICES (A1) \$ AMOUNT	TOTAL PERSONAL SERVICES (A+A1) \$ AMOUNT	OTHER CURRENT EXPENSES (B) \$ AMOUNT	EQUIPMENT (C) \$ AMOUNT	TOTAL \$ AMOUNT
Health/Safety, Court Order or Fed Mandate	RESOURCE DEVELOPMENT-GRANTS/APPS	W	7963	Add 9.0 Perm FTE and funds for the Monitoring and Compliance Branch to meet federal requirements. The Branch is experiencing challenges sustaining and retaining vital highly qualified federal monitoring and compliance employees.	The Monitoring and Compliance (MAC) Branch staff are currently temporary positions funded primarily by federal funds -- Title I, Part A, and Individuals with Disabilities Education Act (IDEA). The challenge with the use of the Title I, Part A, and IDEA funds is the allowability for its use outside of the program for which the funds were appropriated. The funding source may restrict the duties and responsibilities of the employee. MAC is responsible for oversight of all Every Student Succeeds Act (ESSA) programs and IDEA (approximately \$120,000,000+ across the federal programs); thus, the staff must be afforded the flexibility to monitor for compliance and provide technical assistance to state offices, complex areas, and schools for programs in addition to Title I, Part A, and IDEA. This is an assurance the Department has made as recipients of the federal grant funds. MAC monitors the ESSA and IDEA programs, which sit in three state offices -- OCID, OSIP, and OSSS. Currently, 199 public schools (including charters) and 88,000 students (50% of total enrollment) qualify for Title I. Title I eligibility serves as the low socioeconomic status indicator. Permanent positions would help MAC recruit and maintain qualified staff. Non-Title I and IDEA funding would allow MAC staff to comply with federal regulations on the use of federal funds. Without such funding, MAC will need to request funding for four positions (IA III, IA II x 2, Sec 2) to fulfill state responsibilities for Title II, Title III, and Title IV. Under ESSA, each state must designate an ombudsman to monitor and ensure Elementary and Secondary Education Act equitable services requirements are carried out under both Title I and Title VIII (comprising Titles II-A, III-A, and Title IV-A&B) of the law. The IA III serves as this ombudsman.	9.00	0.00	867,696	555,326	1,423,022			1,423,022	9.00	0.00	867,696	555,326	1,423,022			1,423,022
Health/Safety, Court Order or Fed Mandate	ADULT EDUCATION ENROLLMENT/TESTING FUND	T	6293	TERMINATE ADULT EDUCATION ENROLLMENT/TESTING FUND PURSUANT TO 2016 AUDIT FINDING.	The elimination of the trust fund will ensure compliance with a 2016 Hawaii State Auditor's audit finding, Report No. 16-11.	0.00	0.00		-760,000	-760,000	-1,500,000		-2,260,000	0.00	0.00		-760,000	-760,000	-1,500,000		-2,260,000
TOTAL						9.00	0.00	867,696	2,951,326	3,819,022	34,725,000	25,000	38,569,022	9.00	0.00	867,696	2,951,326	3,819,022	34,725,000	25,000	38,569,022

New Position Requests & Net-Zero Transfers

The following list includes the FTE and salary amount for new positions requested and position transfers by “Steady State” category, Program Title, Means of Financing (MOF), Position Title, Position Number, and the respective 4-digit request reference number.

Positions Requested and Positions Related to Net-Zero Transfers

STEADY STATE CATEGORY	PROGRAM	MOF	REF	POSITION	POSITION NO.	Fiscal Year 2023-2024			Fiscal Year 2024-2025		
						PERM FTE	TEMP FTE	\$ Amount	PERM FTE	TEMP FTE	\$ Amount
Continued funding for specific appropriation	EXTRACURRICULAR	A	7870	Educational Spec II	E10592	1.00	0.00	110,136	1.00	0.00	110,136
Continued funding for specific appropriation	INSTRUCTIONAL SERVICES	A	7895	Educational Spec II	E10663	1.00	0.00	110,136	1.00	0.00	110,136
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Elem Teacher	604665	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Elem Teacher	604666	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Elem Teacher	604667	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Elem Teacher	604668	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Elem Teacher	604670	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	604671	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	604674	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	604675	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	604676	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	604677	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	604678	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	604679	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Counselor	604680	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Educational Spec II	604681	1.00	0.00	110,136	1.00	0.00	110,136
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Elem Teacher	604686	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	604691	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	604692	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	604693	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Educational Spec II	604912	1.00	0.00	110,136	1.00	0.00	110,136
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Educational Director	605011	1.00	0.00	124,812	1.00	0.00	124,812
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	12-Month Registrar	605015	1.00	0.00	60,838	1.00	0.00	60,838
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	12-Mo State Off Tchr	605019	1.00	0.00	60,838	1.00	0.00	60,838
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	12-Mo State Off Tchr	605020	1.00	0.00	60,838	1.00	0.00	60,838
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Educational Spec II	605289	1.00	0.00	110,136	1.00	0.00	110,136
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Counselor	610659	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Spec Ed Teacher	610662	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	610664	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	610665	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	610666	1.00	0.00	50,819	1.00	0.00	50,819
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secretary III	806310	1.00	0.00	50,880	1.00	0.00	50,880
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Elem Teacher	E10788	1.00	0.00	65,293	1.00	0.00	65,293
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Elem Teacher	E10789	1.00	0.00	65,293	1.00	0.00	65,293
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Elem Teacher	E10790	1.00	0.00	65,293	1.00	0.00	65,293
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	E10791	1.00	0.00	65,293	1.00	0.00	65,293
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	E10792	1.00	0.00	65,293	1.00	0.00	65,293
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	E10793	1.00	0.00	65,293	1.00	0.00	65,293
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	E10794	1.00	0.00	65,293	1.00	0.00	65,293
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Secondary Teacher	E10795	1.00	0.00	65,293	1.00	0.00	65,293
Continued funding for specific appropriation	VIRTUAL SCHOOL	A	7849	Counselor	E10796	1.00	0.00	65,293	1.00	0.00	65,293

Positions Requested and Positions Related to Net-Zero Transfers

STEADY STATE CATEGORY	PROGRAM	MOF	REF	POSITION	POSITION NO.	Fiscal Year 2023-2024			Fiscal Year 2024-2025		
						PERM FTE	TEMP FTE	\$ Amount	PERM FTE	TEMP FTE	\$ Amount
Health/Safety, Court Order or Fed Mandate	APPLIED BEHAVIOR ANALYSIS	A	5446	BEHAVIOR ANALYST	E10559	1.00	0.00	79,548	1.00	0.00	79,548
Health/Safety, Court Order or Fed Mandate	APPLIED BEHAVIOR ANALYSIS	A	5446	BEHAVIOR ANALYST	E10560	1.00	0.00	79,548	1.00	0.00	79,548
Health/Safety, Court Order or Fed Mandate	APPLIED BEHAVIOR ANALYSIS	A	5446	BEHAVIOR ANALYST	E10561	1.00	0.00	79,548	1.00	0.00	79,548
Health/Safety, Court Order or Fed Mandate	APPLIED BEHAVIOR ANALYSIS	A	5446	BEHAVIOR ANALYST	E10562	1.00	0.00	79,548	1.00	0.00	79,548
Health/Safety, Court Order or Fed Mandate	APPLIED BEHAVIOR ANALYSIS	A	5446	BEHAVIOR ANALYST	E10563	1.00	0.00	79,548	1.00	0.00	79,548
Health/Safety, Court Order or Fed Mandate	APPLIED BEHAVIOR ANALYSIS	A	5446	BEHAVIOR ANALYST	E10564	1.00	0.00	79,548	1.00	0.00	79,548
Health/Safety, Court Order or Fed Mandate	HAWAIIAN LANGUAGE IMMERSION PROGRAM	A	7917	Educational Spec II	602505	0.00	0.00	0	1.00	0.00	110,136
Health/Safety, Court Order or Fed Mandate	HAWAIIAN LANGUAGE IMMERSION PROGRAM	A	7917	Educational Spec II	E10679	0.00	0.00	0	1.00	0.00	110,136
Health/Safety, Court Order or Fed Mandate	HAWAIIAN LANGUAGE IMMERSION PROGRAM	A	7917	Educational Spec II	E10680	0.00	0.00	0	1.00	0.00	110,136
Health/Safety, Court Order or Fed Mandate	RESOURCE DEVELOPMENT-GRANTS/APPS	W	7963	Instit Analyst II	600921	1.00	0.00	110,136	1.00	0.00	110,136
Health/Safety, Court Order or Fed Mandate	RESOURCE DEVELOPMENT-GRANTS/APPS	W	7963	Instit Analyst III	602800	1.00	0.00	114,816	1.00	0.00	114,816
Health/Safety, Court Order or Fed Mandate	RESOURCE DEVELOPMENT-GRANTS/APPS	W	7963	Educational Spec II	602811	1.00	0.00	110,136	1.00	0.00	110,136
Health/Safety, Court Order or Fed Mandate	RESOURCE DEVELOPMENT-GRANTS/APPS	W	7963	Instit Analyst II	602812	1.00	0.00	110,136	1.00	0.00	110,136
Health/Safety, Court Order or Fed Mandate	RESOURCE DEVELOPMENT-GRANTS/APPS	W	7963	Instit Analyst II	602813	1.00	0.00	110,136	1.00	0.00	110,136
Health/Safety, Court Order or Fed Mandate	RESOURCE DEVELOPMENT-GRANTS/APPS	W	7963	Educational Spec III	603102	1.00	0.00	114,816	1.00	0.00	114,816
Health/Safety, Court Order or Fed Mandate	RESOURCE DEVELOPMENT-GRANTS/APPS	W	7963	Instit Analyst II	603732	1.00	0.00	110,136	1.00	0.00	110,136
Health/Safety, Court Order or Fed Mandate	RESOURCE DEVELOPMENT-GRANTS/APPS	W	7963	Secretary II	801519	1.00	0.00	43,692	1.00	0.00	43,692
Health/Safety, Court Order or Fed Mandate	RESOURCE DEVELOPMENT-GRANTS/APPS	W	7963	Secretary II	803661	1.00	0.00	43,692	1.00	0.00	43,692
Health/Safety, Court Order or Fed Mandate	STUDENT HEALTH AND WELL-BEING	A	7844	Secretary I	58605	1.00	0.00	47,881	1.00	0.00	47,881
Health/Safety, Court Order or Fed Mandate	STUDENT HEALTH AND WELL-BEING	A	7844	State Office Teacher	605299	1.00	0.00	73,657	1.00	0.00	73,657
Health/Safety, Court Order or Fed Mandate	STUDENT HEALTH AND WELL-BEING	A	7844	State Office Teacher	E10595	1.00	0.00	50,819	1.00	0.00	50,819
Health/Safety, Court Order or Fed Mandate	STUDENT SUPPORT SERVICES	A	6284	Behavioral Hlth Splct IV	99661E	1.00	0.00	65,352	1.00	0.00	65,352
Health/Safety, Court Order or Fed Mandate	STUDENT SUPPORT SERVICES	A	6284	Office Assistant IV	99662E	1.00	0.00	40,248	1.00	0.00	40,248
Trade-off/Transfer	COMMUNICATIONS & COMMUNITY AFFAIRS	A	6308	Audio Visual Technician III	21960	1.00	0.00	72,240	1.00	0.00	75,852
Trade-off/Transfer	COMMUNICATIONS & COMMUNITY AFFAIRS	A	6308	Television Production Tech	52999	1.00	0.00	56,676	1.00	0.00	59,508
Trade-off/Transfer	COMMUNICATIONS & COMMUNITY AFFAIRS	A	6308	Television Production Tech	53190	1.00	0.00	43,068	1.00	0.00	45,216
Trade-off/Transfer	COMMUNICATIONS & COMMUNITY AFFAIRS	A	6308	Teleschool Specialist II	66358	1.00	0.00	113,087	1.00	0.00	117,245
Trade-off/Transfer	ENVIRONMENTAL SERVICES	A	7900	Facilities Planner II	68017	1.00	0.00	108,489	1.00	0.00	112,456
Trade-off/Transfer	EXTRACURRICULAR	A	7910	State Office Teacher	73989	-1.00	0.00	-93,225	-1.00	0.00	-93,225
Trade-off/Transfer	FACILITIES DEVELOPMENT	A	7953	Instit Analyst II	601857	-1.00	0.00	-108,469	-1.00	0.00	-112,456
Trade-off/Transfer	FACILITIES DEVELOPMENT	A	7835	Facilities Planner II	68017	-1.00	0.00	-108,489	-1.00	0.00	-112,456
Trade-off/Transfer	HAWAII VIRTUAL LEARNING NETWORK	A	7932	State Office Teacher	73989	1.00	0.00	93,225	1.00	0.00	93,225
Trade-off/Transfer	HOME/HOSPITAL INSTRUCTION	A	7863	Educational Spec II	74955	1.00	0.00	108,469	1.00	0.00	112,456
Trade-off/Transfer	INSTRUCTIONAL SERVICES	A	6283	Office Assistant III	30748	1.00	0.00	43,896	1.00	0.00	46,092
Trade-off/Transfer	INSTRUCTIONAL SERVICES	A	7896	Educational Spec II	60080	1.00	0.00	129,953	1.00	0.00	134,730
Trade-off/Transfer	LEARNING TECHNOLOGY	A	6258	Audio Visual Technician III	21960	-1.00	0.00	-72,240	-1.00	0.00	-75,852
Trade-off/Transfer	LEARNING TECHNOLOGY	A	6258	Television Production Tech	52999	-1.00	0.00	-56,676	-1.00	0.00	-59,508
Trade-off/Transfer	LEARNING TECHNOLOGY	A	6258	Television Production Tech	53190	-1.00	0.00	-43,068	-1.00	0.00	-45,216
Trade-off/Transfer	LEARNING TECHNOLOGY	A	6258	Teleschool Specialist II	66358	-1.00	0.00	-113,087	-1.00	0.00	-117,245
Trade-off/Transfer	SCHOOL FACILITY & SUPPORT SERVICES	A	7902	Instit Analyst II	601857	1.00	0.00	108,469	1.00	0.00	112,456
Trade-off/Transfer	SECTION 504 IMPLEMENTATION	A	6252	Educational Spec II	74955	-1.00	0.00	-108,469	-1.00	0.00	-112,456

Positions Requested and Positions Related to Net-Zero Transfers

STEADY STATE CATEGORY	PROGRAM	MOF	REF	POSITION	POSITION NO.	Fiscal Year 2023-2024			Fiscal Year 2024-2025		
						PERM FTE	TEMP FTE	\$ Amount	PERM FTE	TEMP FTE	\$ Amount
Trade-off/Transfer	SECTION 504 IMPLEMENTATION	A	7839	Educational Spec II	76186	1.00	0.00	114,671	1.00	0.00	118,886
Trade-off/Transfer	SERVICES FOR CHILDREN WITH AUTISM	A	6250	Educational Spec II	76186	-1.00	0.00	-114,671	-1.00	0.00	-118,886
Trade-off/Transfer	SPECIAL EDUCATION IN REGULAR SCHOOLS	A	7905	Educ Asst III	42043	-1.00	0.00	-42,012	-1.00	0.00	-44,028
Trade-off/Transfer	SPECIAL EDUCATION IN REGULAR SCHOOLS	A	7905	Educ Asst III	52615	-0.50	0.00	-17,941	-0.50	0.00	-18,805
Trade-off/Transfer	SPECIAL EDUCATION IN REGULAR SCHOOLS	A	7905	Educ Asst III	52706	0.00	-1.00	-35,881	0.00	-1.00	-37,609
Trade-off/Transfer	SPECIAL EDUCATION IN REGULAR SCHOOLS	A	7905	Educ Asst III	57259	-1.00	0.00	-35,881	-1.00	0.00	-37,609
Trade-off/Transfer	SPECIAL EDUCATION IN REGULAR SCHOOLS	A	7905	Educ Asst III	58890	-1.00	0.00	-38,803	-1.00	0.00	-40,663
Trade-off/Transfer	SPECIAL EDUCATION IN REGULAR SCHOOLS	A	7905	Behavioral Technician II	802931	-1.00	0.00	-48,456	-1.00	0.00	-50,880
Trade-off/Transfer	SPECIAL EDUCATION IN REGULAR SCHOOLS	A	7905	Behavioral Technician II	802932	-1.00	0.00	-48,456	-1.00	0.00	-50,880
Trade-off/Transfer	SPECIAL EDUCATION IN REGULAR SCHOOLS	A	7905	Behavioral Technician II	802933	-1.00	0.00	-48,456	-1.00	0.00	-50,880
Trade-off/Transfer	SPECIAL EDUCATION IN REGULAR SCHOOLS	A	7905	Behavioral Technician II	802934	-1.00	0.00	-48,456	-1.00	0.00	-50,880
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Educ Asst III	42043	1.00	0.00	42,012	1.00	0.00	44,028
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Educ Asst III	52615	0.50	0.00	17,941	0.50	0.00	18,805
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Educ Asst III	52706	0.00	1.00	35,881	0.00	1.00	37,609
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Educ Asst III	57254	0.00	0.75	31,509	0.00	0.75	33,021
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Educ Asst III	57255	0.00	0.75	26,911	0.00	0.75	28,207
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Educ Asst III	57256	0.00	0.75	26,911	0.00	0.75	28,207
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Educ Asst III	57257	0.00	0.50	17,941	0.00	0.50	18,805
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Educ Asst III	57259	1.00	0.00	35,881	1.00	0.00	37,609
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Educ Asst III	58890	1.00	0.00	38,803	1.00	0.00	40,663
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	12-Mo Spec Ed Teacher	602617	1.00	0.00	76,911	1.00	0.00	76,911
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	12-Mo Spec Ed Teacher	602618	1.00	0.00	62,665	1.00	0.00	62,665
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	12-Mo Spec Ed Teacher	602619	1.00	0.00	60,838	1.00	0.00	60,838
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Gen Educ/Article VI Tch	71095	1.00	0.00	78,139	1.00	0.00	78,139
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Spec Ed Teacher	73669	1.00	0.00	78,139	1.00	0.00	78,139
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Spec Ed Teacher	74083	1.00	0.00	80,486	1.00	0.00	80,486
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Spec Ed Teacher	74086	1.00	0.00	61,774	1.00	0.00	61,774
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Gen Educ/Article VI Tch	75804	1.00	0.00	59,974	1.00	0.00	59,974
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Behavioral Technician II	802931	1.00	0.00	48,456	1.00	0.00	50,880
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Behavioral Technician II	802932	1.00	0.00	48,456	1.00	0.00	50,880
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Behavioral Technician II	802933	1.00	0.00	48,456	1.00	0.00	50,880
Trade-off/Transfer	SPECIAL EDUCATION IN SPECIAL SCHOOLS	A	7889	Behavioral Technician II	802934	1.00	0.00	48,456	1.00	0.00	50,880
Trade-off/Transfer	SPECIAL EDUCATION SERVICES	A	7877	Speech-Language Pathologist IV	42399	1.00	0.00	86,184	1.00	0.00	89,364
Trade-off/Transfer	SPECIAL EDUCATION SERVICES	A	7877	Educational Spec III	60273	1.00	0.00	113,087	1.00	0.00	117,245
Trade-off/Transfer	SPECIAL EDUCATION SERVICES	A	7877	State Office Teacher	69420	1.00	0.00	50,819	1.00	0.00	50,819
Trade-off/Transfer	SPED PPA - INSTRUCTION	A	7906	Educ Asst III	57254	0.00	-0.75	-31,509	0.00	-0.75	-33,021
Trade-off/Transfer	SPED PPA - INSTRUCTION	A	7906	Educ Asst III	57255	0.00	-0.75	-26,911	0.00	-0.75	-28,207
Trade-off/Transfer	SPED PPA - INSTRUCTION	A	7906	Educ Asst III	57256	0.00	-0.75	-26,911	0.00	-0.75	-28,207
Trade-off/Transfer	SPED PPA - INSTRUCTION	A	7906	Educ Asst III	57257	0.00	-0.50	-17,941	0.00	-0.50	-18,805
Trade-off/Transfer	SPED PPA - INSTRUCTION	A	7906	12-Mo Spec Ed Teacher	602617	-1.00	0.00	-76,911	-1.00	0.00	-76,911
Trade-off/Transfer	SPED PPA - INSTRUCTION	A	7906	12-Mo Spec Ed Teacher	602618	-1.00	0.00	-62,665	-1.00	0.00	-62,665

Positions Requested and Positions Related to Net-Zero Transfers

STEADY STATE CATEGORY	PROGRAM	MOF	REF	POSITION	POSITION NO.	Fiscal Year 2023-2024			Fiscal Year 2024-2025		
						PERM FTE	TEMP FTE	\$ Amount	PERM FTE	TEMP FTE	\$ Amount
Trade-off/Transfer	SPED PPA - INSTRUCTION	A	7906	12-Mo Spec Ed Teacher	602619	-1.00	0.00	-60,838	-1.00	0.00	-60,838
Trade-off/Transfer	SPED PPA - INSTRUCTION	A	7906	Gen Educ/Article VI Tchr	71095	-1.00	0.00	-78,139	-1.00	0.00	-78,139
Trade-off/Transfer	SPED PPA - INSTRUCTION	A	7906	Spec Ed Teacher	73669	-1.00	0.00	-78,139	-1.00	0.00	-78,139
Trade-off/Transfer	SPED PPA - INSTRUCTION	A	7906	Spec Ed Teacher	74083	-1.00	0.00	-80,486	-1.00	0.00	-80,486
Trade-off/Transfer	SPED PPA - INSTRUCTION	A	7906	Spec Ed Teacher	74086	-1.00	0.00	-61,774	-1.00	0.00	-61,774
Trade-off/Transfer	SPED PPA - INSTRUCTION	A	7906	Gen Educ/Article VI Tchr	75804	-1.00	0.00	-59,974	-1.00	0.00	-59,974
Trade-off/Transfer	SPED RELATED SERVICES	A	6255	Office Assistant III	30748	-1.00	0.00	-43,896	-1.00	0.00	-46,092
Trade-off/Transfer	STUDENT SUPPORT SERVICES	A	6262	Speech-Language Pathologist IV	42399	-1.00	0.00	-86,184	-1.00	0.00	-89,364
Trade-off/Transfer	STUDENT SUPPORT SERVICES	A	7890	Educational Spec II	60080	-1.00	0.00	-129,953	-1.00	0.00	-134,730
Trade-off/Transfer	STUDENT SUPPORT SERVICES	A	6262	Educational Spec III	60273	-1.00	0.00	-113,087	-1.00	0.00	-117,245
Trade-off/Transfer	STUDENT SUPPORT SERVICES	A	6262	State Office Teacher	69420	-1.00	0.00	-50,819	-1.00	0.00	-50,819
TOTAL						225.00	0.00	12,884,016	228.00	0.00	13,214,424

Detailed Justifications of Budget Requests

This section includes detailed justifications for each “Steady State” budget request. The justifications are listed by their respective 4-digit request reference number.

37932 SAFETY, SECURITY & EMERGENCY PREP

REF 5303

OPERATIONS SUPPORT OF SCHOOL INSPECTION AND TRAINING PROGRAMS

Detailed Justification of request

Funds will be used to attend important Association of Threat Assessment Professionals, National School Safety Conference, American Society of Safety Engineers (ASSE), National Association of School Safety and Law Enforcement Officers (NASSLEO), National Association of School Resource Officers (NASRO), Public Risk Management Association (PRIMA), National Hurricane Conference, and other annual conferences to enhance the education, training, and the professional development (PD) of Safety, Security and Emergency Preparedness Branch (SSEPB) staff personnel who manage and oversee vital safety, security, emergency preparedness, and risk management programs for the Hawaii State Department of Education.

Funds would cover air travel, per diem, rental car, lodging, airport parking, and miscellaneous expenses. Funding would also enable the SSEPB personnel to travel and accomplish School Safety Inspections, HAZMAT Disposal Operations, Threat Assessments, Vulnerability Assessments, Risk Management Analysis, Traffic Safety Analysis, Facilities Construction/Renovation Analysis as well as participate and evaluate important exercises such as tsunami, earthquake, evacuation (fire and off-campus), lockdown, active shooter, and shelter-in-place drills for all 256 schools and state offices. The most recent guidance rendered is to also provide support and assistance to the 37 Hawaii Charter Schools located throughout the state, in addition to the HIDOE public schools. When requested by schools, districts, and state offices, funding would also enable SSEPB personnel to travel to all Oahu and neighbor island locations to conduct active shooter, use of force/restraints, threat assessment, and other critical safety and security training for HIDOE employees.

All of the above functions ensure HIDOE compliance with 2016 Hawaii Revised Statutes, Title 21. Labor and Industrial Relations, 396. Occupational Safety and Health, 396-6. Employer responsibility: Safe Place of Employment; Safety Devices and Safeguard; and Board of Education (BOE) Policy 305-2, Safe Workplace; Occupational Safety and Health Administration (OSHA); Hawaii Occupational Safety and Health (HIOSH); and National Fire Protection Association (NFPA) laws, rules, and directives.

Impact Statements

Without these funds, the Department would not be able to support much-needed education, training, and professional development for SSEPB staff personnel who manage and oversee vital safety, security, emergency preparedness, and risk management programs for the Hawaii State Department of Education.

42100 WEIGHTED STUDENT FORMULA

REF 5307

ADDITIONAL FUNDS FOR WSF

Detailed Justification of Request

a. What is the need?

Increasing the level of funding at the school level has been a stated priority of the Governor, Board of Education, Department of Education, and various lawmakers. Increasing the appropriation for the Weighted Student Formula (WSF) will assist in addressing the need for adequate funding in our schools to support that shared priority and demonstrate a commitment to invest in our keiki. Increasing funding for WSF will support schools' efforts to provide students with the necessary resources to grow, develop, and succeed.

An evaluation of the Department's implementation of WSF conducted by the American Institute for Research (AIR) in 2013 identified some challenges to WSF, the most prevalent being lack of funding. Funding for WSF has been deemed insufficient by most principals, schools, and school community councils. While many schools have been able to "get by," they have done so by holding back on staffing, supply purchases, and other expenditures that could be made to support the students.

The Department had planned to contract for a second study to investigate the issue of adequacy of funding for WSF. Ironically, that project has been put on hold for the time being due to fiscal conditions.

It has also been observed that there is a general consensus that many policymakers lack a full understanding and appreciation of the formula, the methodology for allocating the funds to schools, and the laws that define the purpose and implementation of WSF. The Department will make efforts to increase awareness and understanding of WSF by the policymakers and the public in general.

The WSF program serves all facets of the school community, including students, faculty, staff, and the general public. The use of WSF funds at each school is determined in collaboration with the school's School Community Council (SCC).

The use of WSF funds includes, but is not limited to:

- Providing support for student instruction consistent with the standards specified in the Hawaii Content and Performance Standards III and the Common Core for English Language Arts (ELA) and Mathematics;
- Providing instructional support for English Language Learners (ELL) and Gifted and Talented (GT) as well as Career and Technical Education (CTE) Student Organizations (i.e., DECA, HOSA, FFA, etc.); and

- Funding the positions needed to operate the school, including the Principal, Vice Principal, SASA, custodial staff, etc.

b. What is the proposed solution?

Adding funding for WSF will provide schools with much needed additional resources to increase the staffing at their schools, decrease class sizes, and explore and implement new and innovative ways to engage their students, thereby increasing student success and graduation rates.

c. What amounts of funding and resources are already being used to address this need?

In FY 2016-17, Impact Aid funds were provided to schools to assist with supporting the implementation of their Academic Plans. The level of Impact Aid funds available each year is neither predictable nor guaranteed. Relying on this source of funding is not feasible.

d. What resources are required for the proposed solution?

The allocation of the funds is determined by the weighted student formula itself. The variables used in the formula, and their corresponding weights, are recommended to the Board of Education by the Committee on Weights (COW) on a bi-annual basis. The Board will then approve the recommendation, or elect to make amendments to the recommendation prior to approval.

Each school develops an annual Financial Plan to detail how those funds will be spent (e.g., number and types of positions, supplies, equipment) to operate the school while meeting the goals and objectives identified in their respective Academic Plans.

For more information, refer to the following:

<http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Weighted-Student-Formula.aspx>

<https://www.hawaiipublicschools.org/Reports/FY23WSFWeighting.pdf>

e. Describe how successful outcomes will be measured.

As mentioned in (a) above, in 2013, the Department contracted the American Institute for Research (AIR) to conduct an evaluation of the Weighted Student Formula. The evaluation concluded that the Department's implementation of WSF is meeting the originally intended goals of increasing transparency and equity of funding, increasing discretion of the use of funds, and empowering principals while making them more accountable for results at their schools. The conclusions of this study have provided validation that the Department is moving in the right direction.

The evaluation report may be found here:

<http://www.hawaiipublicschools.org/DOE%20Forms/WSF/WeightedStudentFormulaEval061913.pdf>

f. Identify feasible alternatives?

Other existing categorical funds have been moved/added to WSF over the years, giving the schools added responsibility and the potential burden of ensuring those programs continue to exist with the limited funds provided. Through visiting and polling nearly all principals, an overwhelming majority expressed they do not want the added burden of maintaining and managing budgets for School Food Service, School Transportation, Utilities, or Athletics from within the WSF allocation. Resources are currently provided to schools, or expended on behalf of the schools, for these services that are more efficiently managed centrally -- Food Service, Transportation, Utilities -- or distributed in an equitable manner (Athletics). Moving other existing funds from within the Department's budget to WSF simply shifts the responsibility of these administrative tasks to the school level, overburdening the principal and school staff.

g. What would be the consequences of doing nothing?

If additional funds are not provided, schools will need to continue operating with limited funding and foregoing staff hires in order to maintain sufficient levels of non-payroll funds. This will negatively impact opportunities for implementing or exploring new and innovative ideas in the schools. Staffing will remain at a lower-than-preferred level and class sizes may remain higher than ideal or desired in some schools.

Impact Statements

If additional funds are not provided, schools will need to continue operating with limited funding. There will be less opportunity for implementing or exploring new and innovative ideas in the schools. Staffing will remain at a lower-than-preferred level and class sizes may remain higher than ideal or desired in some schools.

Attachments

	Actual	Actual	Projection	Projection	Projection	Projection
Year	2020	2021	2022	2023	2024	2025
CPI-H	286	296.8	315.6	325.8	333.1	340.3
Yr-to-Yr % Change		3.78%	6.33%	3.23%	2.24%	2.16%
Cumulative 2020 to this yr % Change		3.78%	10.35%	13.92%	<u>16.47%</u>	<u>18.99%</u>
Source:	https://dbedt.hawaii.gov/economic/qser/					
		<u>FY23 WSF Non-"A" Budget</u>	FY24 Adj for CPI	FY25 Adj for CPI		
<u>Rounded Change in CPI (FY20 to FY24 & FY25)</u>						
a	b	c	d=a*c	e=b*c		
16.50%	19.00%	\$99,662,225	\$16,444,267	\$18,935,823		
<u>FY22-23 OEC enrollment</u>		<u>On a Per Pupil Basis</u>				
f	g	h=d*f	i=e*g			
157,941	157,941	\$104.12	\$119.89			

35163 FOOD SERVICES

REF 5350

INCREASE FOOD SERVICE AND EQUIPMENT COSTS

Detailed Justification of Request

The School Food Services Branch (SFSB) has been experiencing budgetary shortfalls due to a variety of reasons including, but not limited to, increasing supply costs, increased labor costs, uncertainty in meal consumptions and inconsistent Federal reimbursements. Due to these factors, SFSB is requesting to provide a two-month cushion to ensure bills and salaries are covered without shortfalls.

SFSB is also responsible for the replacing and maintaining walk-in refrigerators and freezers. SFSB's goal is to replace five to ten units each year. This is needed to ensure compliance with Department of Health requirements and to prevent monetary loss due to inventory spoilage. Furthermore, these units were installed before efforts toward energy efficiency were encouraged. Thus, these units are not energy-efficient, are rusting, and also require extensive repairs, making them cost-inefficient.

SFSB has begun replacing units and completed installation at Wilcox Elementary and Pearl City Elementary. Outdated wooden doors were replaced at Waimea ES and Kau HS due to black mold.

The cost of replacing aging equipment varies depending on the location -- estimates for Hana are close to \$400,000, based on replacing both the walk-in freezer and refrigerator. The Kapiolani walk-in is an estimated \$50,000; Palisades Elementary \$100,000; and Lokilani Intermediate \$100,000. Funds for these projects will help to replace five to ten schools a year.

The following schools need to have both their freezers and refrigeration units replaced: Hana, Kapiolani, Palisades Elem, Lahaina Inter, Maui High, King Kekaulike High, Maui Waena Inter, Kamalii Elem, Pomaikai (both units).

The scope of work includes delivery, removal, and disposal of the current unit; the removal and laying of new concrete insulation foundation; and build of the new unit and rewiring.

The infrastructure rehabilitation walk-in freezer/refrigeration project is to prevent loss of monetary funds due to a loss in inventory, prevent foodborne illness, ensure food safety, reduce energy use, eliminate costly repairs, and prevent workplace hazards. The achievement of this objective would support Strategic Plan Goal 3 Successful Systems of Support: Repair and Maintenance Backlog. These walk-ins have gone past their current life expectancy.

The inability to make these replacements will result in schools not being able to feed their students. The inability to provide meals will result in a loss of school days. The new equipment will also ensure that food will last longer in the event of loss of power during outages and other disasters.

Impact Statements

Without these funds, the School Food Services Branch's bills and salaries will go uncovered.

Also, without the funding to rehabilitate aging walk-in freezer/refrigeration, the Department will experience monetary funds due to a loss in inventory and renegade on its responsibilities to prevent foodborne illness, ensure food safety, reduce energy use, eliminate costly repairs, and prevent workplace hazards. Ultimately, the inability to make the needed replacements will result in schools not being able to feed their students, leading to a loss of school days.

37720 UTILITIES

REF 5354

ELECTRIC UTILITIES ENERGY COST ADJUSTMENT CHARGES

Detailed Justification of Request

- a. DOE needs additional \$13,000,000 in FY 2024 to pay electricity bills, beyond the base budget appropriation for Utilities of \$61 million.
- b. Electricity bills have increased due to higher energy cost adjustment charges that change monthly due to higher fuel oil prices for the past two years.
- c. Electricity bills have increased due to the Russia-Ukraine war.
- d. Electricity bills have increased due to increased consumption with new schools, new buildings, and air conditioning of existing classrooms.
- e. DOE has been delaying payments of utility bills until the next fiscal year, potentially incurring late charges since past legislative appropriations are insufficient to pay current fiscal year bills.

Impact Statements

Without this funding, the Department will have to pay late fees for electric utilities, and will have to continue to use next fiscal year's appropriations to pay for previous fiscal year invoices.

Attachments

Statutory Authority Summary

Electricity appropriations pursuant to HRS, requires:

"Agencies that perform energy efficiency and renewable energy system retrofitting may continue to receive budget appropriations for energy expenditures at an amount that will not fall below the pre-retrofitting energy budget but will rise in proportion to any increase in the agency's overall budget for the duration of the performance contract or project payment term."

Appropriations

FY2021 = 146,113,081 kWh	x	\$0.3491	= \$51,009,404	Projected
FY2020 = 146,113,081 kWh	x	\$0.3423	= \$50,009,219	Projected

Actuals

FY2019 = 134,672,129 kWh	x	\$0.3165	= \$42,618,994	
FY2018 = 140,385,995 kWh	x	\$0.3021	= \$42,418,633	
FY2017 = 142,942,299 kWh	x	\$0.2801	= \$40,045,926	
FY2016 = 146,113,081 kWh	x	\$0.2723	= \$39,787,921	Retrofitting Baseline

HRS 302A-1510 Sustainable schools initiative

[§302A-1510] Sustainable schools initiative.

(a) The department shall establish a goal of becoming net-zero with respect to energy use, producing as much renewable energy as the department consumes across all public school facilities, by January 1, 2035.

(b) The department shall use the amount and value of energy consumed by the department across all public school facilities during the 2015-2016 fiscal year as the benchmark for measuring the department's progress toward the energy usage goal set forth in subsection (a).

HRS 36-41 Energy retrofit and performance contracting for public facilities

(a) All agencies shall evaluate and identify for implementation energy efficiency retrofitting through performance contracting. Agencies that perform energy efficiency retrofitting may continue to receive budget appropriations for energy expenditures at an amount that shall not fall below the pre-retrofitting energy budget but shall rise in proportion to any increase in the agency's overall budget for the duration of the performance contract or project payment term.

(b) Any agency may enter into a multi-year energy performance contract for the purpose of undertaking or implementing energy conservation or alternate energy measures in a facility or facilities. An energy performance contract may include but shall not be limited to financing options such as leasing, lease-purchase, financing agreements, third-party joint ventures, guaranteed-savings plans, or energy service contracts, or any combination thereof; provided that in due course the agency may receive title to the energy system being financed. Except as otherwise provided by law, the agency that is responsible for a particular facility shall review and approve energy performance contract arrangements for the facility.

HRS 196-21 Financing mechanisms

(a) Agencies shall maximize their use of available alternative financing contracting mechanisms, including energy-savings contracts, when life-cycle cost-effective, to reduce energy use and cost in their facilities and operations. Energy-savings contracts shall include:

- (1) Energy performance contracts;
- (2) Municipal lease and purchase financing; and
- (3) Utility energy-efficiency service contracts.

Energy-savings contracts shall provide significant opportunities for making state facilities more energy efficient at no net cost to taxpayers.

(b) Agencies that perform energy efficiency and renewable energy system retrofitting may continue to receive budget appropriations for energy expenditures at an amount that will not fall below the pre-retrofitting energy budget but will rise in proportion to any increase in the agency's overall budget for the duration of the performance contract or project payment term. A portion of the moneys saved through efficiency and renewable energy system retrofitting shall be set aside to pay for any costs directly associated with administering energy efficiency and renewable energy system retrofitting programs incurred by the agency.

HRS 196-65 Hawaii green infrastructure special fund

§196-65 Hawaii green infrastructure special fund.

- (a) There is established the Hawaii green infrastructure special fund into which shall be deposited:
- (1) The proceeds of bonds net of issuance costs and reserves or overcollateralization amounts;
 - (2) Green infrastructure charges received for the use and services of the loan program, including the repayment of loans made under the loan program;
 - (3) All other funds received by the department or the authority and legally available for the purposes of the green infrastructure special fund;
 - (4) Interest earnings on all amounts in the green infrastructure special fund; and
 - (5) Such other moneys as shall be permitted by an order of the public utilities commission.

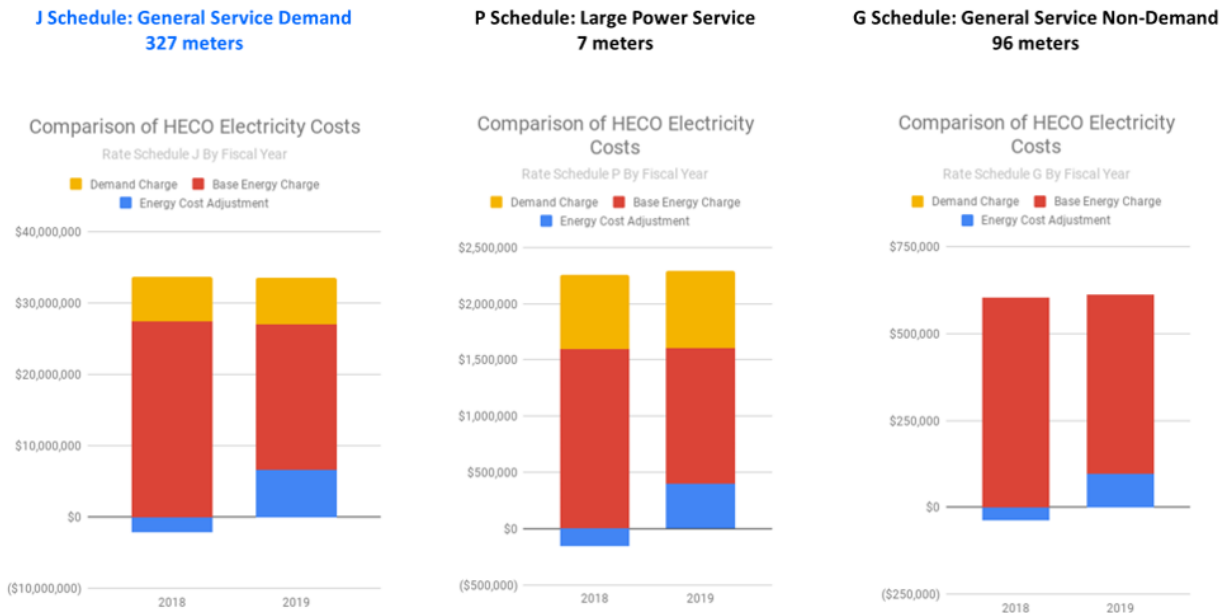
The Hawaii green infrastructure special fund shall not be subject to section 37-53. Any amounts received from green infrastructure charges or any other net proceeds earned from the allocation, use, expenditure, or other disposition of amounts approved by the public utilities commission and deposited or held in the Hawaii green infrastructure special fund in excess of amounts necessary for the purposes of subsection (b) shall be credited to electric utility customers as provided in a green infrastructure loan program order or orders. Funds that are transferred back to the electric utility in order to credit electric utility customers under this subsection shall not be considered revenue of the electric utility and shall not be subject to state or county taxes.

(b) Moneys in the Hawaii green infrastructure special fund may be used, subject to the approval of the public utilities commission, for the purposes of:

- (1) Making green infrastructure loans, including for installation costs for energy-efficient lighting and other energy-efficiency measures;
- (2) Creating a \$50,000,000 sub-fund, as a revolving line of credit within the Hawaii green infrastructure special fund, for any state agency to obtain financing to implement cost-effective energy-efficiency measures;
- (3) Paying administrative costs of the Hawaii green infrastructure loan program;
- (4) Paying any other costs related to the Hawaii green infrastructure loan program; or
- (5) Paying financing costs, as defined in section 269-161, to the extent permitted by the public utilities commission in a financing order issued pursuant to section 269-163.

(c) The authority may invest funds held in the Hawaii green infrastructure special fund in investments as permitted by law, and in accordance with approved investment guidelines established in one or more orders issued by the public utilities commission pursuant to section 269-171. All amounts in the Hawaii green infrastructure special fund shall be exempt from all taxes and surcharges imposed by the State or the counties. [L 2013, c 211, pt of §2; am L 2017, c 57, §2; am L 2018, c 121, §5]

HECO Energy Cost Adjustment = recovers fuel and purchased energy expenses and is increased or decreased monthly in accordance with charges.



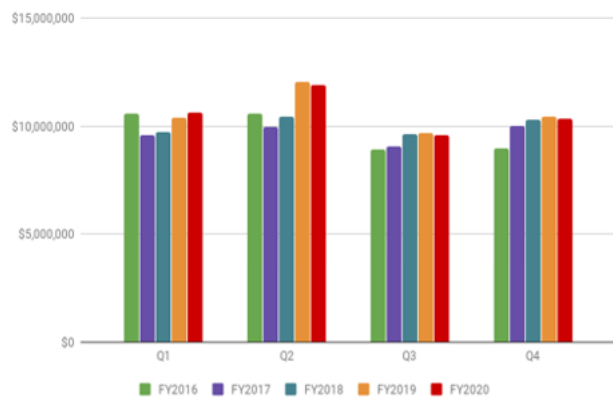
DOE Schools kWh Consumption Trend

With Sustainable Schools Initiative

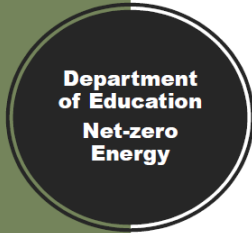


DOE Schools Energy Cost Trend

With Sustainable Schools Initiative



37720: Appropriations - Expenses	\$4,777,210	\$2,455,248	\$235,145	-\$5,899,917	-\$2,942,665	
37720 Expenses						
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Electricity	\$37,693,661	\$35,547,846	\$34,767,125	\$35,554,158	\$34,500,000	
Alternate Energy	\$1,631,519	\$2,769,013	\$5,351,432	\$5,703,438	\$5,471,969	
Gas	\$515,759	\$484,513	\$544,331	\$494,976	\$544,331	
Water	\$6,535,105	\$6,591,063	\$6,353,086	\$6,626,570	\$6,353,086	
Sewer	\$7,375,571	\$6,903,863	\$7,364,498	\$7,400,000	\$7,364,498	
Other	-\$608	-\$7,410	\$452,917	\$452,917	\$452,917	
37720 Utilities	\$53,751,007	\$52,288,888	\$54,833,389	\$56,232,059	\$54,686,801	
37722 Utilities Efficiency	\$0	\$0	\$128,494	\$585,073	\$750,000	
LED replacements						
B&K (C1001457)						
37723 Utilities Management	\$0	\$0	\$456,804	\$1,597,075	\$750,000	
Mana Monitoring (COF1016)						
Management w/Payments)						
37724 Utilities Sustainability	\$0	\$0	\$383,908	\$1,402,344	\$750,000	
QLC Microgrid						
Ewa Beach ES Solar Canopy PV						
37725 Utilities Operations & Maintenance	\$0	\$0	\$206,396	\$27,366	\$50,000	
QLC and Ewa Beach ES O&M						
37726 Utilities Financing Repayments	\$0	\$0	\$0			
GEMS Loan \$2.2M/year				\$2,294,180	\$2,200,000	
TOTAL	\$53,751,007	\$52,288,888	\$56,008,991	\$62,138,097	\$59,186,801	
37720 Appropriations						
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
37720 Utilities	\$62,528,217	\$54,744,136	\$56,244,136	\$56,244,136	\$56,244,136	
Less Budget Restrictions	-\$4,000,000			-\$5,956		
Total Appropriation	\$58,528,217	\$54,744,136	\$56,244,136	\$56,238,180	\$56,244,136	



DOE Energy Strategy - Sustainable Schools HRS 302A-1510 Act 176 (16)

FY	Consumption	Change	% Solar
FY2019	134.7M kWh	5.8M kWh reduction	17.4% solar power
FY2018	140.4M kWh	2.5M kWh reduction	15.8% solar power
FY2017	142.9M kWh	3.2M kWh reduction	8.8% solar power
FY2016	146.1M kWh	Statutory Benchmark	4.9% solar power

1) Energy Efficiency LED

- 700,000 bulbs statewide
- 15M kWh/year savings

2) Energy Efficiency AC

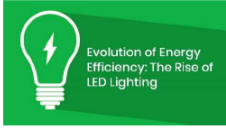



- ≥ 17 years old
- 8M kWh/year savings

3) Renewable Energy

- Completed 128 Solar Projects
- Planning 100+ Canopy Solar Projects

4) Energy Consumption

- Completed Reporting Prototype
- Started Monitoring System
- Planning Control System

HRS §302A-1510 Sustainable schools initiative

[§302A-1510] Sustainable schools initiative.

(a) The department shall establish a **goal of becoming net-zero** with respect to energy use, producing as much renewable energy as the department consumes across all public school facilities, **by January 1, 2035.**

(b) The department shall use the amount and value of energy consumed by the department across all public school facilities during the **2015-2016 fiscal year as the benchmark** for measuring the department's progress toward the energy usage goal set forth in subsection (a).

(c) The department shall submit an annual report that shall include information on:

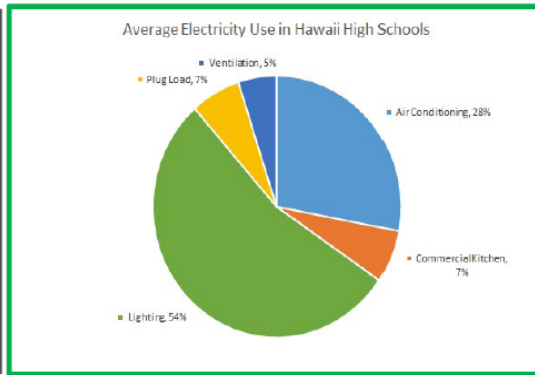
- (1) The overall progress toward the net-zero energy goal set forth in subsection (a);
- (2) Its plans and recommendations to advance the net-zero energy goal set forth in subsection (a); and
- (3) Any challenges or barriers encountered or anticipated by the department in meeting the net-zero energy goal set forth in subsection (a).

(d) The department shall expedite the cooling of all public school classrooms to a temperature acceptable for student learning. When implementing classroom cooling measures, the department, and any contractor hired to implement classroom cooling measures, **shall maximize energy efficiency and installation and operating cost savings over the entire life of the project.**

(e) Pursuant to this section, the department shall include in the report the status of the implementation of measures taken to cool public school classrooms as required by subsection (d). The report shall include the following information:

- (1) The number of completed classrooms in which cooling measures were implemented and the number of classrooms remaining that require cooling;
- (2) The different types of cooling measures implemented;
- (3) The approximate cost per classroom for planned cooling measures, including installation, upgrades, equipment, maintenance, and projected operating costs over the life of the installed cooling measures;
- (4) The approximate cost per completed classroom for cooling measures implemented, including installation, upgrades, equipment, maintenance, and projected operating costs over the life of the installed cooling measures;
- (5) **The number of completed classrooms in which energy efficiency measures were installed or implemented and the number of classrooms remaining that require energy efficiency measures; and**
- (6) **The different types of energy efficiency measures installed or implemented.**

(f) The department shall report its findings and recommendations, including any proposed legislation, to the legislature no later than twenty days prior to the convening of each regular session. [L 2016, c 176, §2]



Energy Efficiency

- 1) LED Replacements
- 2) AC Replacements



Replace 700,000 T8 Lamps

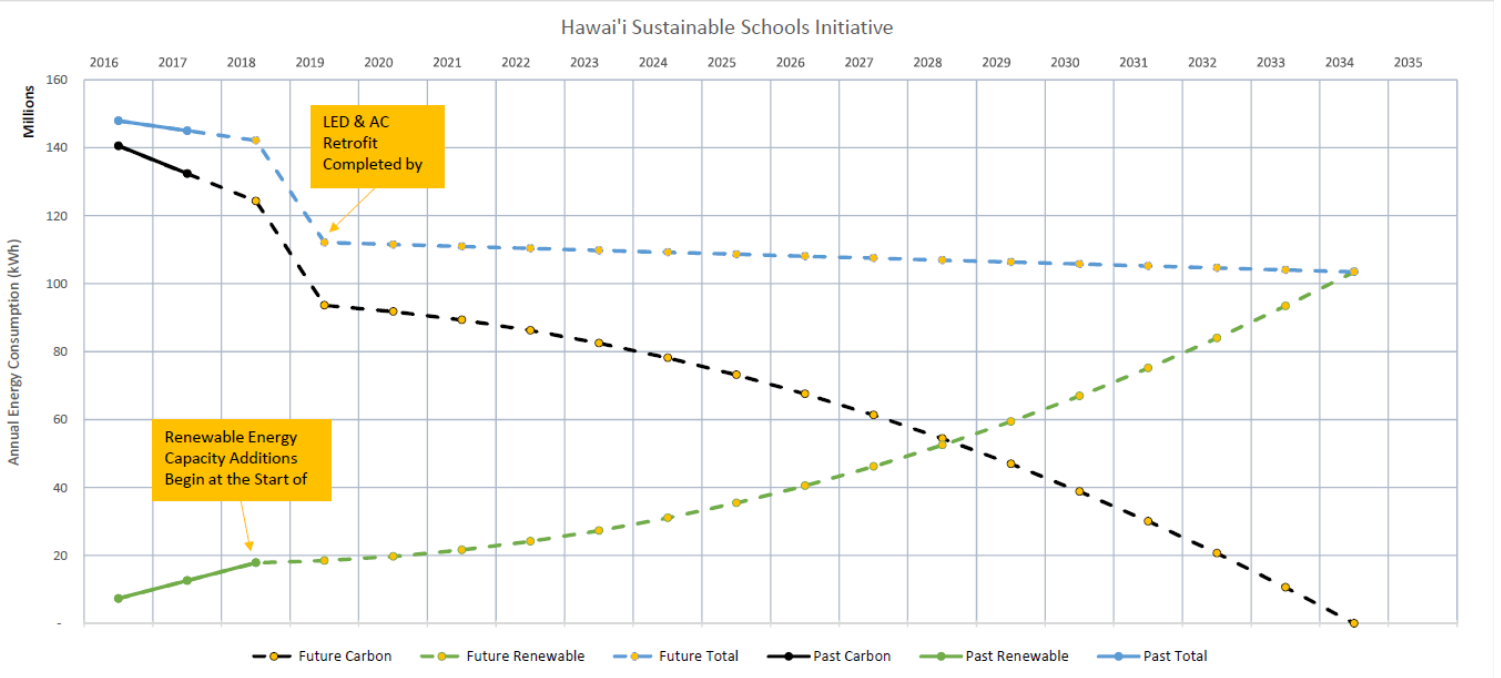


- ✓ 32 watt fluorescent vs. 12 watt LED
- ✓ $12 \text{ watt} / 32 \text{ watt} = 37.5\%$ of the energy or 62.5% energy savings
- ✓ **62.5% energy savings @ the classroom**

How to get to Net-zero Energy?

System-wide LED and AC Replacements with GEMS Loan

128 Schools with 100kW NEM/PPA



J Schedule: General Service Demand 327 meters

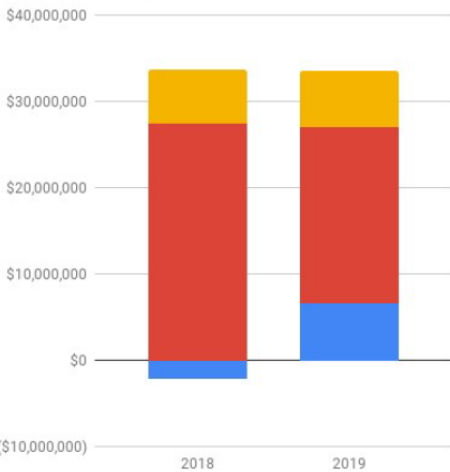
P Schedule: Large Power Service 7 meters

G Schedule: General Service Non-Demand 96 meters

Comparison of HECO Electricity Costs

Rate Schedule J By Fiscal Year

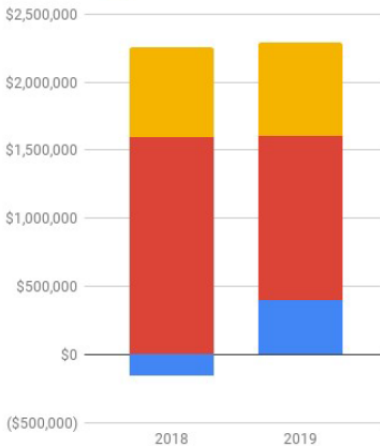
- Demand Charge
- Base Energy Charge
- Energy Cost Adjustment



Comparison of HECO Electricity Costs

Rate Schedule P By Fiscal Year

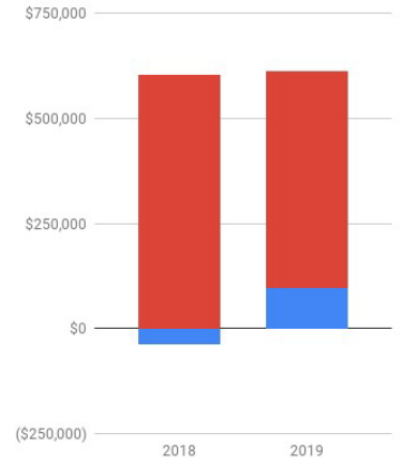
- Demand Charge
- Base Energy Charge
- Energy Cost Adjustment



Comparison of HECO Electricity Costs

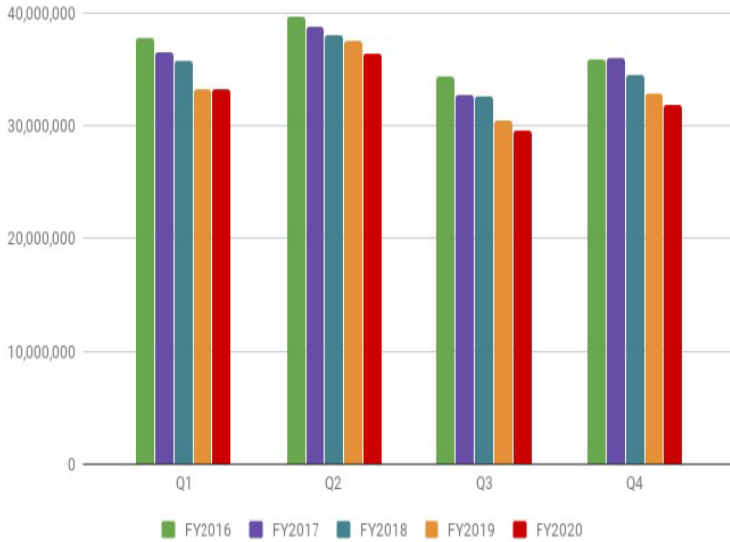
Rate Schedule G By Fiscal Year

- Demand Charge
- Base Energy Charge
- Energy Cost Adjustment



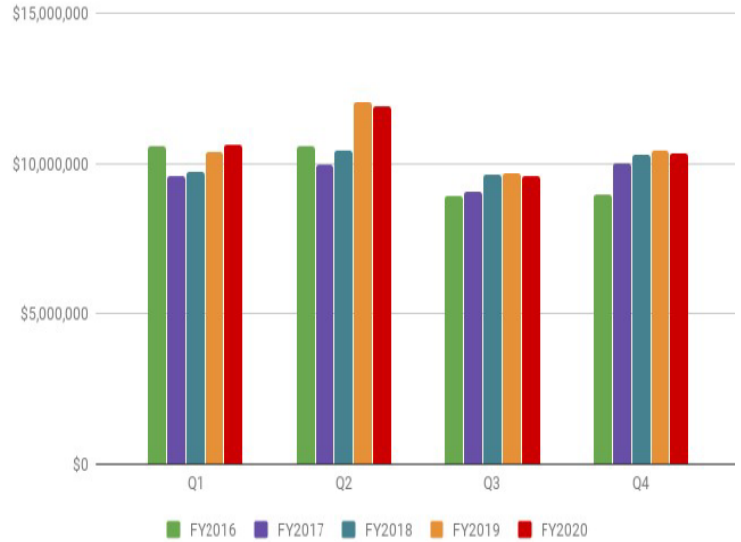
DOE Schools kWh Consumption Trend

With Sustainable Schools Initiative



DOE Schools Energy Cost Trend

With Sustainable Schools Initiative



Renewable Energy

1) Completed 128 NEM Solar Projects

- Net Energy Metering (NEM) via Power Purchase Agreements (PPAs)

2) Planned 100+ Solar Canopy Projects

- System Interconnect Agreements (SIA) via Power Purchase Agreements (PPAs)
- NEM+ Program
- Grid Services

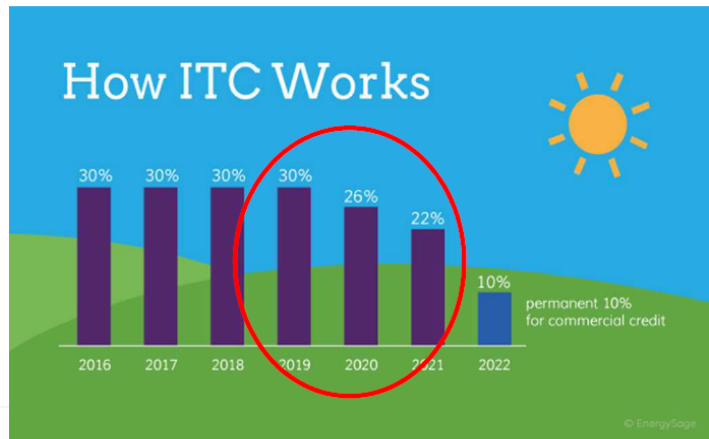
Renewable Energy: 100+ Canopy Solar Projects



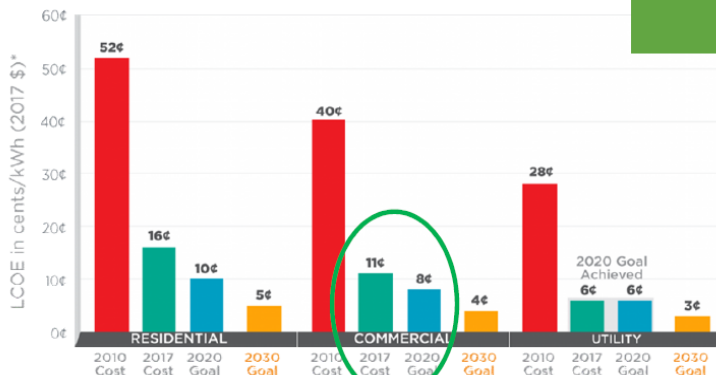
- ⚙ Multiple Vendors
- ⚙ System Interconnect Agreements (SIAs) via Power Purchase Agreements (PPAs)
- ⚙ New Net Energy Metering+ Program via amended PPAs

Milestone	Description	Cumulative Projects
2018	128 single 100kW NEM systems	128
2019 Group Red	SIA; NEM+; Grid Services	
2019 Group Blue	SIA; NEM+; Grid Services	
2019 Group Yellow	SIA; NEM+; Grid Services	
2019 Group Green	SIA; NEM+; Grid Services	
2019 Group Orange	SIA; NEM+; Grid Services	250+

Renewable Energy: Build more Solar @ Schools



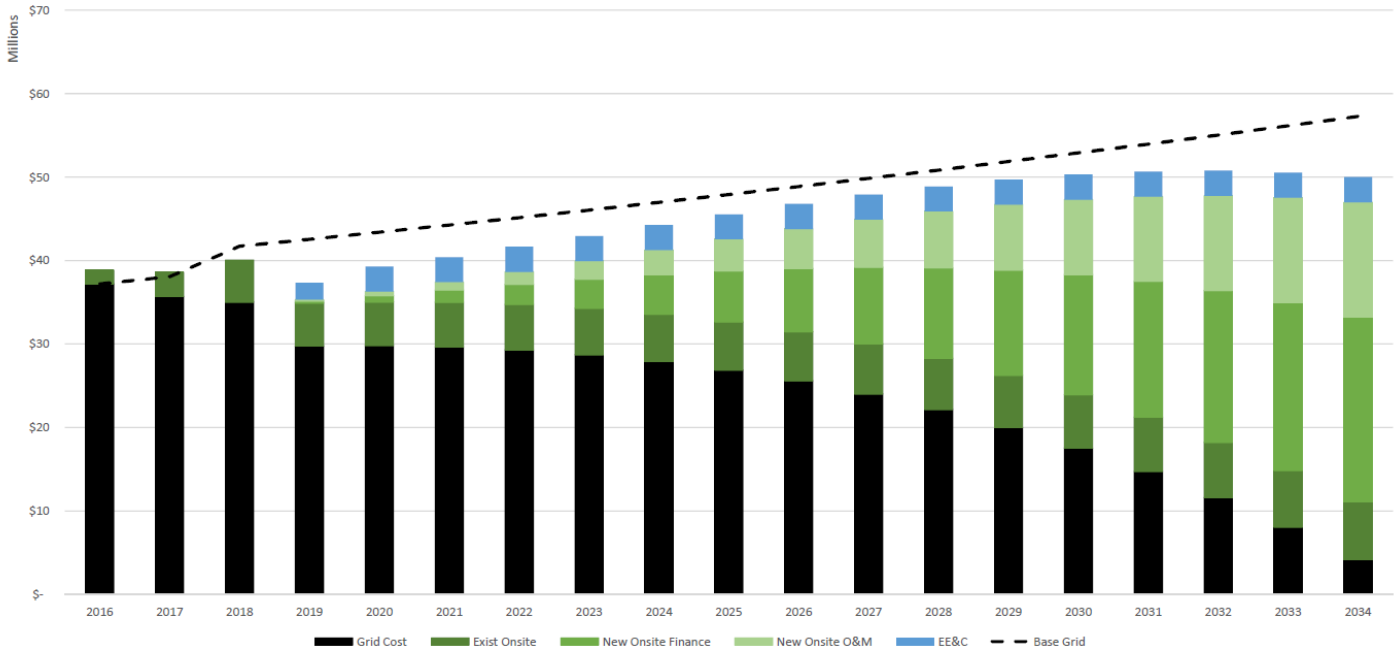
SunShot Progress and Goals



*Levelized cost of electricity (LCOE) progress and targets are calculated based on average U.S. climate and without the ITC or state/local incentives. The residential and commercial goals have been adjusted for inflation from 2010-17.

Renewable Energy: Onsite Financed Solar

Hawai'i Sustainable Schools Initiative
Annual Cost by Source



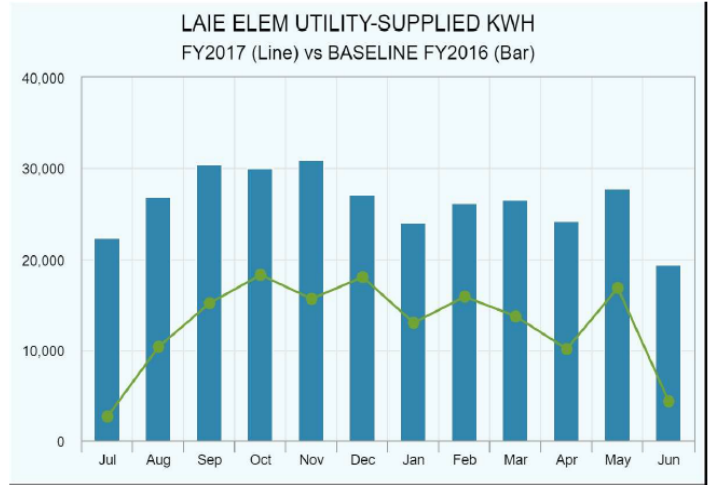
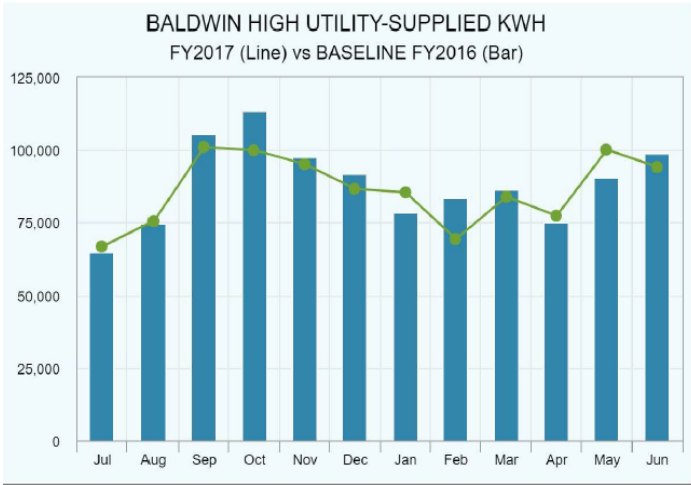
Energy Consumption

- 1) Reporting of Electricity – Caspio Platform
- 2) Measuring of Electricity Consumption – Mana Monitoring Platform
- 3) Control of Electricity Consumption – DDC Controls Platform Planned

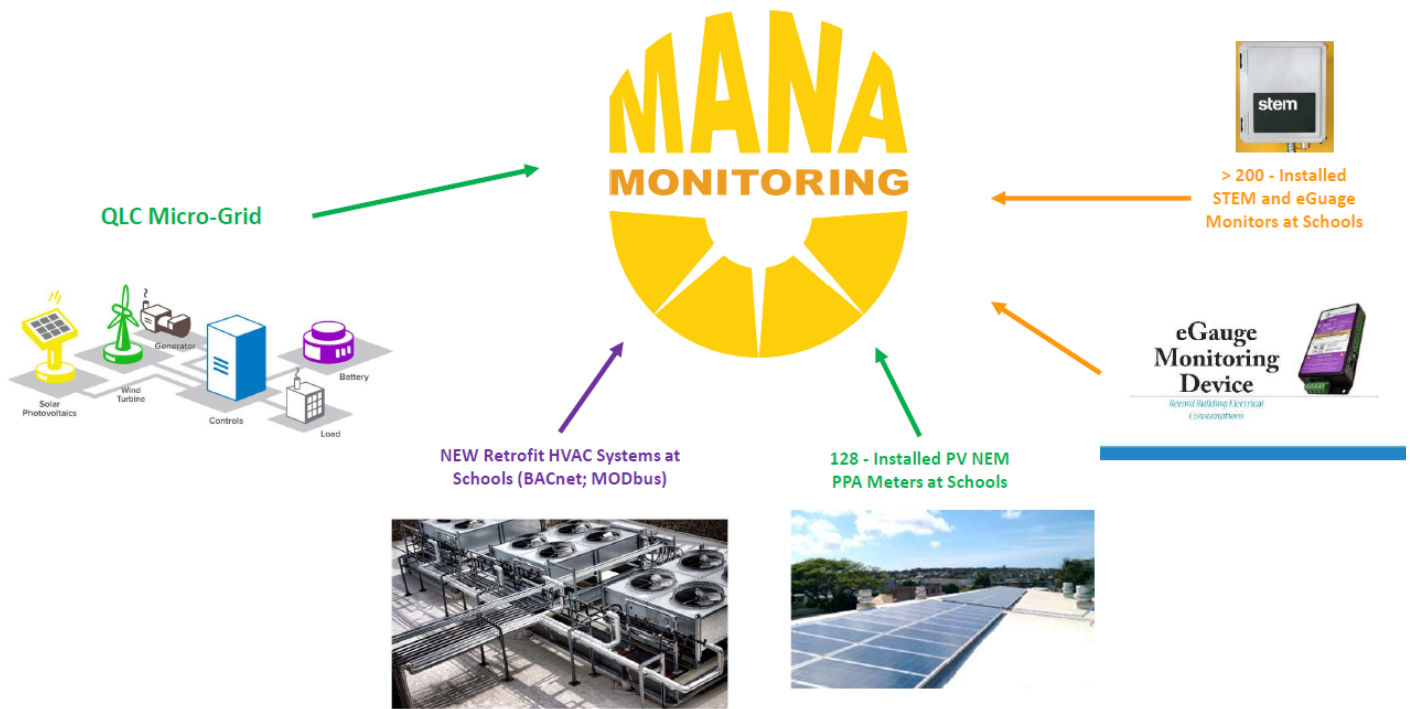
1) Reporting of Electricity

No Solar PV – Baldwin High
School Energy App

Solar PV – Laie Elementary single NEM PPA
School Energy App

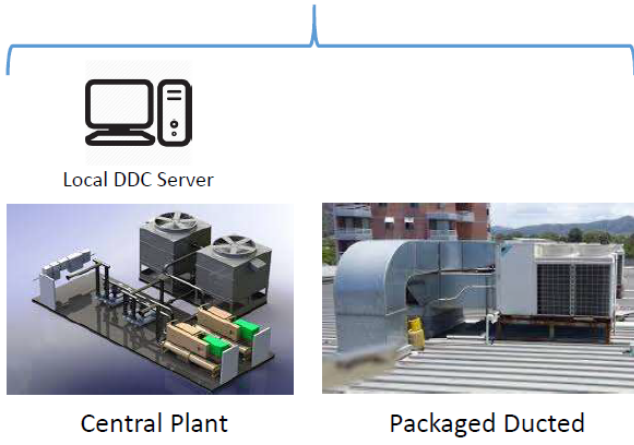


2) Measuring of Electricity Consumption



3) Control of Electricity Consumption

Direct Digital Control (DDC) of AC Systems



Multi Split



Packaged Wall



Window Unit



Single Split

33010 ACCOUNTING SERVICES-OFS

REF 5427

LEAVE ACCOUNTING SUPPORT

Detailed Justification of Request

a. Need: Contracted support at \$411,000/year to audit approximately 2,000 forms for "Application for Transfer of Vacation and Sick Leave Credit or Payment in Lieu of Vacation." Form G-2 lists the balances for vacation and sick leave credits upon employee separation.

- The G-2 supports payment of accumulated vacation when an employee separates from HIDOE and also reports to the Employees' Retirement System (ERS) unused sick leave balances which may increase an employee's service credits.
- The Leave Management Unit (LMU) is responsible for assisting and supporting schools in maintaining their 23,000 salaried employees' attendance and corresponding leave earnings in HIDOE's leave accounting system. However, LMU has only 5.0 FTE positions, which is insufficient to absorb the G-2 audits, as it takes one FTE 2.66 hours to audit one G-2. LMU has instead been focused on streamlining workflow and more strategic models to support complex areas and schools to ensure data is up-to-date and accurate.

b. Proposed solution: KMH LLC has been the vendor contracted to assist HIDOE with auditing G-2s since 2009. KMH has the Leave audit knowledge base as it, rather than LMU staff, developed and documented G2 auditing processes.

c. What resources are needed for the proposed solution? \$411,000/year to contract vendor assistance to audit approximately 2,000 HIDOE G-2 Forms.

d. What resources are required for the proposed solution? HIDOE secures operational space for the vendor at Koko Head Elementary, as well as rental of a photocopy machine

e. Describe how successful outcomes will be measured. The measurement is turnover of Leave G2s received, based on the number completed within a month. LMU needs to track, on an ongoing basis, the turnaround time for a G-2 to be fully processed from the date of retirement to submission to ERS.

f. Feasible alternatives. Current staff would have to be trained by KMH to take over the G-2 audit responsibilities. However, with the selection and implementation of a modernized Time & Leave system in the next 1-2 years, LMU staff will be required to participate in its design, testing, validation, and training, leaving little time to audit G-2s.

g. Consequences of doing nothing: Without continued support, the G-2 audit backlog will increase, G-2s will be reported late to ERS, HIDOE may be subject to fines, per HRS §88-74.5 (b), and there will be untimely resolution for separated employees, all leading to union/Legislature/public scrutiny.

Impact Statements

HIDOE will be in violation of timely processing of Form G-2s to the Employee Retirement System (ERS) within the required 90-day submission window and fines may be imposed as per HRS §88-74.5(b). Also, retired or separated DOE employees will not get their deserved and full retirement and vacation payout benefits in a timely manner.

15624 APPLIED BEHAVIOR ANALYSIS

REF 5446

APPLIED BEHAVIOR ANALYSIS POSITIONS TO IMPLEMENT ACT 107/SLH 2016 & ACT 205/SLH 2018

Detailed Justification of Request

Currently, the Department provides Applied Behavior Analysis (ABA) services to approximately 735 students who have significant behavioral and/or social-communication deficits in order to adhere to the requirements of Act 107, SLH 2016, and Act 205, SLH 2018. This is an increase of 476 students receiving ABA services from November 2019 to now. The Department is requesting positions to build its internal capacity to provide ABA services, rather than rely on a costly, statewide contract for the services.

The Department believes the permanent nature of the positions, which guarantees a higher level of job security, will assist with the Department's recruitment and retention efforts for these ABA positions in light of the shortage of and very competitive private market for these providers.

Impact

If the request is not approved, the Department will need to continue to pay high costs to contract ABA services out to private agencies -- approximately \$69,000,000 for FY 22-23.

Attachment

Justification of Request

CHANGES IN THE LAW

Act 107, SLH 2016, and Act 205, SLH 2018, created new mandates requiring ABA services for students be delivered by qualified ABA service providers. These laws also identified who qualify as ABA service providers, which include Licensed Behavior Analysts (LBAs) and Registered Behavior Technicians (RBTs). Although there are other types of professionals and paraprofessionals who are qualified ABA providers per the law, LBAs and RBTs are the only types available in sufficient numbers at this time to meet the Department's needs.

Act 205, which was signed into law on July 10, 2018, requires immediately that the design and overseeing of ABA services be provided by qualified professional ABA service providers (LBAs). It stipulates that EAs can provide the paraprofessional ABA services at this time. However, by January 1, 2020, paraprofessional ABA service delivery will require qualified professional ABA service providers (RBTs).

LBA AND RBT

A LBA is a professional at the master's or doctoral level who has met the educational and practicum requirements set by the Behavior Analyst Certification Board (BACB) as well as Hawaii's Department of Commerce and Consumer Affairs (DCCA) for licensure as a behavior analyst. A RBT is a paraprofessional who has met the educational and training requirements of the BACB and the DCCA for registration as a paraprofessional who can implement an ABA program. RBTs must receive ongoing supervision by an LBA that constitutes a minimum of 5% of their work time as an RBT.

DEPARTMENT ABA SERVICE NEEDS

The Department has identified approximately 735 students who require ABA services. Each student requires an ABA assessment and ABA program that must be completed by a LBA; and most or all of these students require a RBT for the full school day to implement the ABA program. A reasonable caseload for an LBA is between 6-10 students based on the intensity of each individual student's needs. This translates into a need for 735 RBTs and 122 LBAs to implement ABA services for the 735 identified students.

WHAT IS HAPPENING NOW

Currently, there are two types of LBA positions in the Department: Behavior Analyst (HGEA Bargaining Unit 13) and Behavior Analyst Teacher (HSTA Bargaining Unit 5). Additionally there is a Registered Behavior Technician position in the Department: Behavioral Technician I & II (HGEA Bargaining Unit 3). Complex areas and districts are able to establish and recruit for each of these positions using the funds allocated to them in various programs.

As of October 2022, this program has 147.00 temporary positions established, of which 76.00 are filled:

- 1.00 Office Assistant (not filled)
- 129.00 Behavioral Technicians (68.00 filled)
- 10.00 Behavior Analysts (5.00 filled)
- 7.00 Behavior Analyst Teachers (3.00 filled)

Additionally, the Department has 32 Behavioral Technician positions filled and 26 Behavior Analyst or Behavior Analyst Teacher positions filled in other programs. The current number of Department staff available to provide ABA services does not cover the required number of qualified ABA providers needed to provide services. Therefore, the Department manages a statewide contract for ABA services. The Department completed a new statewide request for proposal (RFP) for ABA services in Summer 2022 and awarded 21 contracts to ABA provider agencies. This is an increase from the previous state RFP, which awarded 13 contracts.

BIENNIUM REQUEST

The following are the assumptions on which we are basing our biennium request.

- Enacted laws (Act 107, SLH 2016, and Act 205, SLH 2018) represent a Department need for qualified ABA service providers.
- To meet the requirements of 735 identified students, the Department needs additional RBT and LBA positions.
- Currently there are 100 Department RBTs and 34 Department LBAs. The average salary for the Department ABA positions are as follows:
 - Behavior Analyst (BU 13): \$71,415
 - Behavior Analyst Teacher (BU 05): \$78,353
 - Behavioral Technician (BU 03): \$41,364
- Additional contracted ABA providers with an annual cost per provider as follows:
 - LBAs on Oahu: \$208,000 per year (\$100/hr)
 - LBAs on Neighbor Island: \$260,000 per year (\$125/hr)
 - RBTs on Oahu: \$91,000 per year (\$50/hour)
 - RBTs on Neighbor Island: \$136,500 per year (\$75/hr)
 - Costs for contracted services on the neighbor islands are at a higher rate due to their location being hard to fill.
 - There is currently a nationwide shortage of all ABA providers. Additionally, private ABA agencies are able to offer higher salaries, benefit packages, and job perks/bonuses as compared to the Department. Therefore, the Department is working on possible hiring bonuses and retention differentials for individuals in ABA positions to improve recruitment and retention efforts.

15179 SERVICES FOR CHILDREN WITH AUTISM

REF 6250

TRANSFER-OUT ED SPECIALIST POSITION FROM EDN150/YG (15179) TO EDN150/VA (28178)

Detailed Justification of Request

Description. Currently, the Section 504 Educational Specialist position (Pos# 76186) is funded under the Exceptional Support Branch but in different Sub-Org codes. To ensure the Section 504 Educational Specialist has direct access to their supervisor, the Exceptional Support Branch requests that the position be transferred from Sub-Org YG to VA.

Background. Section 504 of the Rehabilitation Act of 1973 (Section 504), is a federal civil rights law that prohibits discrimination against qualified individuals with disabilities in agencies or programs that receive federal funding, such as the Department and charter schools. Additionally, Chapter 8-61 of the Hawaii Administrative Rules (HAR), guarantees that the Department provides an equal educational opportunity to students with disabilities enrolled in the Department's public schools in Hawaii, regardless of the nature or severity of their disability. These federal and state laws and regulations provide a broad spectrum of protection against intentional or unintentional discrimination, bullying, or harassment of qualified students with disabilities and their families based on the students' disabilities.

The Exceptional Support Branch's (ESB) Section 504 Educational Specialist provides technical assistance and training to districts, complex areas, schools, cooperating agencies, and parents on providing access and the prevention of discrimination against students with disabilities.

Justification:

1. **What is the need?** Due to Pos# 76186 being funded by ProgID 15179 (Services for Children with Autism) and not ProgID 28178 (Section 504 Implementation), the position does not align directly with the function of their duties and responsibilities.
2. **What is the proposed solution?** By transferring the position, it will then align with the duties and responsibilities as stated in their job description.
3. **Identify feasible alternatives?** None.
4. **What would be the consequences of doing nothing?** By not transferring the position, the position would have organizational issues that may negatively impact the program as their duties and responsibilities are isolated to ensure the supports and services needed to access and progress in the general curriculum, in the least restrictive environment (LRE), are available to all students with Autism Spectrum Disorder(ASD), rather than providing access and the prevention of discrimination against students with disabilities.

Impact Statements

If this transfer is denied, the position's appropriation information will continue to be misaligned with the Department's current Plan of Organization.

28178 SECTION 504 IMPLEMENTATION

REF 6252

TRANSFER-OUT 1.0 POSITION (EDUCATIONAL SPECIALIST II) FROM EDN150/VA (28178) TO EDN 100/BX (16204).

Detailed Justification of Request

Currently, the Home Hospital Instruction (HHI) Educational Specialist position (Pos# 74955) is funded under the Exceptional Support Branch, but reports to the School Health Section's Administrator. To ensure the HHI Educational Specialist has direct access to their supervisor, the Exceptional Support Branch would like to recommend that the position be transferred to the Student Services Branch.

HHI is provided to students who are temporarily unable to attend school for an estimated period of two weeks or more because of a confirmed temporary medical or psychological condition. The determination of a student's inability to attend school will be made by the principal of the school, considering the recommendation of a licensed physician. HHI is a short-term intervention; therefore, in most cases, instruction under this authority will be limited to a maximum of nine consecutive or cumulative weeks.

Students with a disability, like students without a disability, may require HHI due to a temporary medical or psychological condition. The student's Individualized Education Program (IEP) or Section 504 Plan determines the services deemed necessary to provide temporary intervention to the student. In this instance, the Department is not changing the student's placement. It is merely providing interim services to ensure the student with a disability is able to continue his or her educational program during the temporary illness. Therefore, the temporary intervention of HHI should not be confused with a placement determination under the Individuals with Disabilities Education Act (IDEA: 20 U.S.C. Section 1400 et seq.; 34 C.F.R. Part 300) and Title 8, Chapter 60, Hawaii Administrative Rules (Chapter 60), or Section 504 of the Rehabilitation Act of 1973, as amended (Section 504: 29 U.S.C. Section 794; 34 C.F.R. Part 104) and Title 8, Chapter 61, Hawaii Administrative Rules (Chapter 61).

Because this position is funded by the Exceptional Support Branch, it does not align directly with the function of their duties and responsibilities. Transferring the position to the School Health Section would align to the position's duties and responsibilities as stated in their job description.

Not transferring the position to its more appropriate placement under the School Health Section poses organizational issues that may negatively impact the program, as the position's duties and responsibilities are isolated to medical needs rather than providing access and the prevention of students with disabilities.

Impact Statements

Not transferring the position to its more appropriate placement under the School Health Section poses organizational issues that may negatively impact the program, as the position's duties and responsibilities are isolated to medical needs rather than providing access and the prevention of students with disabilities.

15192 SPED RELATED SERVICES

REF 6255

TRANSFER-OUT 1.0 POSITION FROM EDN150/SA (15192) SPED RELATED SVCS TO EDN200/GC (25024) INSTRUC SVCS

Detailed justification of Request

Transfer out Office Assistant position from EDN150/SA (Prog ID 15195) to EDN200/GC (Prog ID 25024) to reflect re-organization done in November 2018. Transfer helps meet program needs.

Impact Statements

If this transfer is denied, the position appropriation information will continue to be misaligned with the Department's current Plan of Organization.

16772 LEARNING TECHNOLOGY

REF 6258

TRANSFER-OUT 4.0 PERM FTE & FUNDS FROM EDN200/GM (16772) LEARNING TECH TO EDN300/KD (33027) COMMS

Detailed Justification of Request

Transfer (4) permanent positions and funds from Prog ID# 16722 Extended Learning Branch (ELB), Learning & Technology Section (LTS), to Prog ID# 33027 Communications Branch, to align the budget with the 2018 reorganization and current position reporting structure. The positions include 1.0 Audio Visual Technician, 1.0 Teleschool Specialist, and 2.0 TV Technicians. This request was previously submitted during the 2020 legislative session, but was not acted upon due to the onset of COVID-19.

These positions play a critical role in supporting our Video Production Branch that produces training and promotional videos for various Department offices and schools, social media videos, video news releases for the media, and content production for the Department's TV station (Ch. 356, which runs 24/7). They also produce the Department's large events including the Educational Leadership Institute (ELI), Joint Venture Education Forum (JVEF) annual meeting, Teacher of the Year, and more.

Impact Statements

If this transfer is denied, the budget would continue to be misaligned with the current position reporting structure.

25237 STUDENT SUPPORT SERVICES

REF 6262

TRANSFER-OUT 3.0 POSITIONS FROM EDN200/GD (25237) SSB TO EDN150/VA (25037) ESB

Detailed Justification of Request

Transfer out FTE and funds from EDN 200/GD Prog ID#25237 Student Support Services Branch to EDN150/VA Prog ID #25037 Exceptional Support Branch to reflect a reorganization.

Impact Statements

If this transfer is denied, the position's program ID funding will continue to be misaligned with the Department's current Plan of Organization.

25024 INSTRUCTIONAL SERVICES

REF 6283

TRANSFER-IN 1.0 POSITION FROM EDN150/SA (15192) SPED RELATED SVCS TO EDN200/GC (25024) INSTRUC SVCS

Detailed Justification of Request

Transfer out Office Assistant position from EDN150/SA (Prog ID 15192) to EDN200/GC (Prog ID 25024) to reflect re-organization done in November 2018. Transfer helps meet program needs.

Impact Statements

If this transfer is denied, the position appropriation information will continue to be misaligned with the Department's current Plan of Organization.

25237 STUDENT SUPPORT SERVICES

REF 6284

ADD 2.0 PERM FTE AND FUNDS FOR YOUTH SUICIDE AWARENESS AND PREVENTION PROTOCOL ACT 270, SLH 2019

Detailed Justification of Request

What is the need?

Suicide is a significant public health problem in Hawaii. Suicide was the leading cause of injury-related death for most age groups — all but the very young and the very old — outpacing car crashes, homicide, unintentional poisoning, and drowning. It was the second leading cause of death in Hawai'i for those aged 15-34. On average, one (1) person dies by suicide in Hawai'i every two (2) days. <https://health.hawaii.gov/hipp/focus-areas/suicide-prevention/>

From 2016-2020, 47 Hawai'i youth aged 10 to 19 years died of suicide. It was the leading cause of death for this age group, surpassing traffic crashes (31 deaths), cancer (24), and unintentional poisonings (11). [Child & Adolescent Mental Health Division](#)

For every youth (9 per year) who dies of suicide in Hawai'i, another 6 (55 per year) admit to the hospital, and 21 more (191 per year) are treated in the emergency department for nonfatal self-inflicted injuries each year. Suicide is one of the leading causes of preventable death in youth and young adults. The rate of youth suicide has increased nationally over the last fifteen (15) years. Even though Hawaii youth are relatively healthy, mentally and physically, they are no exception to this trend. Even a slight increase is concerning, which is why we are sharing these valuable [data and resources](#). [Child & Adolescent Mental Health Division](#)

In the State of Hawaii, Act 270 took effect in July 1, 2019, to be applied beginning with the 2019-2020 school year and states: "The department, in collaboration with the department of health, shall develop a mandatory youth suicide awareness and prevention training program and a model risk referral protocol for complex areas and charter schools... which shall be provided to teachers, teacher assistants, administrators, and counselors."

Suicide Prevention Training is a best practice for suicide prevention and one of the objectives found in the 2017 Prevent Suicide Hawaii Task Force Strategic Plan to reduce suicides in Hawaii by 25% by 2025 (see attached DOH Youth Suicide Statistics).

The Student Support Section facilitates the infrastructure, delivery, and program support to assist districts, complex areas, and schools to provide a rich array of student support services and training in suicide prevention and a risk referral protocol that enables all schools to achieve compliance with federal and state mandates and to ensure student safety. Currently, there are no funds allocated for such training, and no additional personnel.

What is the proposed solution?

The proposed solution is to provide the additional personnel, funding, and resources to be able to work with our state and community partners as well as train a cadre of instructors within the Department to fulfill the requirements of Act 270 and to do so in a safe manner. Due to the subject matter, training and a safe referral protocol are of the utmost importance. Safe messaging is an important component of an effective Suicide Prevention Program as well as supports in place for staff and students who have experienced suicide in their professional and/or personal lives. Also, this solution would help to build capacity and sustainability as this is an on-going training program in which it is important to have vetted curriculum and an array of services available to schools on an annual basis.

What amounts of funding and resources are already being used to address this need?

Currently, there are no funds attached to Act 270 and no funds allotted for such training. The resources being used are HIDOE personnel in charge of other programs and volunteer services or free available training from the Prevent Suicide Hawaii Task Force (see attached) which is the Department of Health Curriculum as mentioned in Act 270. What is currently in place cannot meet the capacity of training for all of the teachers, teacher assistants, administrators, and counselors in the entire HIDOE (to include charter schools). The proposed plan should be able to fill these needs and create the sustainability to address the requirements of Act 270 on a yearly basis.

What resources are required for the proposed solution?

The proposed budget for year one to meet the needs of the schools and complex areas to both provide youth suicide awareness and prevention training which is evidence-based and/or evidence researched, includes safe messaging and adequate training as well as implementing a state-wide risk referral protocol would entail a budget of approximately one million dollars. This includes providing an array of services and programs available to schools for training, providing adequate support from the state level to coordinate efforts, create procedures, institutionalize protocols, oversee mandates at the complex and school level, and create a sustainable system of support for continued training and implementation of suicide prevention efforts throughout the state.

To provide the array of training programs to reach the capacity of all school teachers, teacher assistants, administrators, and counselors, the proposed budget allots for contracted fees to provide for online training for HIDOE Employees (\$250,000). Also, as part of the array of services, there would be the initial Professional Development/Training Series for State & Complex Area Team Trainer of Trainers School level staff (goal is at least 90 instructors) (\$150,000). And lastly, once a cadre of instructors has been established, providing the ongoing Peer-to-Peer Training in Suicide Prevention (\$200,000).

To support the training efforts, it is important to allot some substitute teacher pay for classroom teacher participation in suicide prevention training (\$140,000) and training materials for the

Suicide Prevention curriculum such as manuals and workbooks required in training (\$80,000) as well as to provide training supplies and other expenses (\$20,000).

To support the risk referral protocol, establishing a mandatory DOE staff beginning of the year video on suicide prevention reporting procedures and policies (\$20,000), and also to provide printing of informational brochures for parent/guardians and community member meetings and/or training (\$25,000), would help ensure that knowledge and information are disseminated to all stakeholders.

And lastly, to support the implementation of policy, procedures, vetted programs, collaboration, and tri-level supports associated with Act 270, it is requested that a budget be allotted for Statewide Travel for Training and Collaboration (\$10,000) and that a Program Specialist IV or Resource Teacher for program coordination (BHS IV position) (\$52,956) be assigned to assist in overseeing and supporting the fifteen complex areas designated liaisons to ensure proper implementation of Act 270 as well as an Office Assistant IV for data entry, monitoring, accountability, and materials preparation (\$31,056).

Describe how successful outcomes will be measured.

As stated in Act 270: "By September 15 of each year, each complex area shall report to the department on prior school year training prevention activities completed as described by this section."

The schools will be responsible for ensuring all staff are trained in Suicide Prevention and are following the risk referral protocol. The complex level will assist in the training efforts and oversee adherence to the law. The State level will coordinate complex area and charter school training, gather the data of training and activities by September 15 of each year and analyze the results as far as accountability, impact, and next steps for improvement of the training system in place and the risk referral protocol.

Identify feasible alternatives?

Due to the requirements mandated in Act 270 the proposed personnel and resources are needed:

- Behavioral Health Specialist IV will provide program coordination to support training and resources for complex areas and schools;
- Office Assistant will provide data entry, clerical and accounting duties;
- Substitute Teachers to fill in for teachers attending mandatory suicide training;
- Service for Fee for contracted out services for training and online services;
- Professional Development Courses for mandatory training video development and peer-to-peer training;
- Printing and Binding for Parent and Student Brochures; and
- Classroom Supplies for training materials, curriculum and supplies.

What would be the consequences of doing nothing?

If HIDOE did not go through with these efforts, then we would be out of compliance of Act 270, SLH 2019, regarding Mandatory Youth Suicide Awareness and Prevention Training. Training educators in identifying signs and symptoms of suicidal thoughts and the referral process to get youth to the resources and services they need may save a life.

Impact Statements

If HIDOE does not receive funding to support its efforts in the area of suicide awareness and prevention, it will be out of compliance with Act 270, SLH 2019, which mandates youth suicide awareness and prevention training. Training educators in identifying signs and symptoms of suicidal thoughts and the referral process to get youth to the resources and services they need may save a life.



Suicides and suicide attempts among children in Hawaii: Injury Factsheet

Emergency Medical Services and Injury Prevention System Branch

September, 2017

Overview

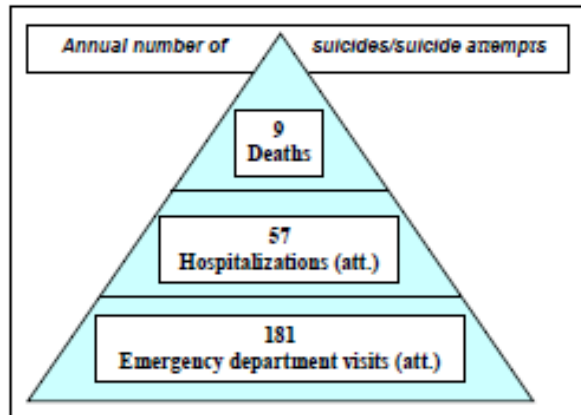
There were 47 suicides among residents aged 10 to 19 years from 2012 to 2016 making suicide the leading cause of death for this age group, surpassing traffic crashes (46 deaths), cancers (25), drownings (11) and heart disease (8). The 47 suicides accounted for 22% of all deaths and 37% of injury-related deaths among child residents. There was no trend in the annual number, which varied from 8 to 13 deaths per year.

For every child who dies from suicide in Hawaii, there are an estimated 6 (57 per year) who are hospitalized, and another 19 (181 per year) who are treated in emergency departments (ED) for nonfatal self-inflicted injuries each year. There was an increasing trend in the total number of nonfatal attempts from 207 in 2012 to 256 in 2016.

Description

The description of child suicides differs greatly from that of suicide attempts, in terms of age, gender and mechanism:

	<i>Suicides</i>	<i>Suicide attempts</i>
<i>Gender</i>		
males	74%	30%
females	26%	70%
<i>Age</i>		
10-14 yrs.	11%	23%
15-16 yrs.	30%	35%
17-19 yrs.	60%	42%
<i>Mechanism</i>		
hanging/suffoc.	81%	2%
firearms	13%	0%
drug poisoning	0%	62%
cutting/piercing	0%	18%



This factsheet describes injuries to Hawaii residents only. Data is compiled from years 2012-2016. Hospitalization and ED data include only non-fatal attempts.

Contributing factors for suicides


(from 30 autopsy records, 2009-2013)

- Nine of the 30 victims had problems with their intimate partner, and 8 had familial conflicts prior to the suicide. Problems with school (2 victims), finances (1), bullying (1) and bereavement over other deaths (4) were less frequently noted.
- About half (53%, or 16) of the victims had made suicidal ideations, and 8 (27%) had survived previous attempts.
- More than one-third (37%, or 11) of the victims had mental illness, per survivors, including 8 who were described as depressed.

Suicide fatality rates for children in Hawaii vs. the rest of the United States

Average annual fatality rates (/100,000), 2012-2015


Age group	Rate	State rank
10-16 yrs.	3.3	31 st highest
17-19 yrs.	11.9	25 th highest
total (10-19 yrs.)	5.8	29 th highest




General Resources for Mental Health Promotion & Suicide Prevention

You are not alone!

[This is a working list of resources, and is by no means exhaustive, but provides a snapshot of those working to "pass life forward" in our State. For questions about this resource list, contact the Hawai'i's Caring Communities Initiative (HCCI) for Youth Suicide Prevention at HCCI-Contact@dop.hawaii.edu.]




FOR MENTAL HEALTH EMERGENCIES
If you or someone you know is suicidal, don't hesitate!



For ANYONE in Crisis:
National Suicide Prevention Lifeline (NSPL)
National 24/7 crisis line
 1-800-273-TALK (8255)
 TTY: 1-800-799-4TTY (4889)
<http://www.suicidepreventionlifeline.org/>

For Youth & Young Adults:
 1-800-273-TALK (8255)


<http://www.youmatter.suicidepreventionlifeline.org/>



For Veterans:
 1-800-273-TALK (8255)
 Press "1" to reach the Veterans Crisis Line
 or
 Text to 838255

Also, confidential chat at
<http://www.veteranscrisisline.net/>





Crisis Text Line

A free, 24/7 support for those in crisis (the organization also trains volunteers to support people in crisis)

Text ALOHA to 741-741
<http://www.crisistextline.org/>



Military One Source

24/7 counseling/coaching hotline, provided by the Department of Defense, at no cost to service members and their families

Stateside: 1-800-342-9647
 TTY/TDD: 866-607-6794
<http://www.militaryonesource.mil/> for confidential chat,
 and also to view international calling instructions



Crisis Line of Hawai'i

Hawai'i's 24/7 crisis line

O'ahu: 832-3100
 Neighbor Islands Toll Free:
 1-800-753-6879



Trevor Helpline

National 24/7 hotline for LGBTQ youth

1-866-4U-TREVOR (488-7386)
 Text the word "Trevor" to 1-202-304-1200
 Chat at <http://www.thetrevorproject.org/>

Updated 2/1/2017

LOCAL ORGANIZATIONS AND COLLABORATIONS

Statewide Prevent Suicide Hawai'i Taskforce (PSHTF)

Main contacts:

- Nancy Deeley, MPH, Suicide Prevention Coordinator, Department of Health, nancy.deeley@doh.hawaii.gov
- Jeanelle Sugimoto-Matsuda, Current Chair (2017-2018), sugimotoj@dop.hawaii.edu

The Prevent Suicide Hawai'i Task Force (PSHTF) is a state, public, and private partnership of individuals, organizations, and community groups working in the area of suicide prevention. PSHTF members collaborate to provide leadership, set goals and objectives, develop strategies, coordinate activities, and monitor the progress of suicide prevention efforts in Hawai'i. In addition, an email list is maintained for the PSHTF. Examples of information that is shared through the email listserv are: agendas of upcoming meetings; minutes of past meetings; notices of future meetings and conferences; and local and national information shared by PSHTF members and the Department of Health Suicide Prevention Coordinator.

Prevent Suicide Hawai'i Taskforce (PSHTF) – Island Taskforces

In addition to the statewide PSHTF, there are five island taskforces that address island/community-specific issues. Island taskforces are located on the Big Island, Maui, Kaua'i, and O'ahu.

- Kaua'i – Chair Madeleine Hiraga-Nuccio (madeleine.hiraga-nuccio@doh.hawaii.gov), www.preventsuidekauai.org
- Hawai'i Island, East Side – Chair Yolisa Duley (hduley@hawaii.edu), Co-Chair Pansy Lindomou (lindomou@gmail.com)
- Hawai'i Island, West Side – Chair Nancy Sallee (orchid_isle_psychotherapy@yahoo.com)
- Maui – Chair Aris Banaag (arisb@hawaii.edu), Co-Chair Mona Cherry (nanacherry1954@hotmail.com)
- O'ahu – Chair Pua Kaninau-Santos (pkshawaii@gmail.com), Co-Chairs – Joyce Parkhurst (joyceparkhurstslw@gmail.com) and Brent Oto (brent.oto@us.army.mil), <http://www.oahupshawaiiitaskforce.org/>

DOD/Military Partnerships

Collaboration with our military partners has grown exponentially over the past few years. There is also active collaboration/workgroups which facilitate cross-branch communication and collaboration. Below are points of contact for suicide prevention activities/services in the various branches:

- Army – Brent Oto, Suicide Prevention Program Manager (brent.k.oto.civ@mail.mil)
- Army National Guard – Stan Wegiel, Suicide Prevention Program Manager (stanley.w.wegiel.jr@accenturefederal.com)
- Army Reserves – Gigi Williams, Suicide Prevention Program Manager (gigi.l.williams.civ@mail.mil)
- Marines – Danielle Sodergren, MEF Embedded Prevention Specialist (danielle.sodergren@usmc.mil) – also a member of the Pacific Region Behavioral Health Alliance
- Navy – LT Rebecca Miranda, Suicide Prevention Program Manager (rebecca.miranda@navy.mil)
- Air National Guard – LTC Leah Boling, Wing Chaplain (leah.boling@us.af.mil); LTC Daniel Leatherman, Deputy Wing Chaplain (daniel.leatherman@us.af.mil)
- Veterans Administration – Haylin Dennison, MH Suicide Prevention Coordinator (haylin.dennison@va.gov)

Youth Leadership Council for Suicide Prevention

Main contacts:

- Mara Pike, Program Coordinator at Mental Health America of Hawai'i (mpike@mentalhealth-hi.org)

Mental Health America of Hawai'i and the University of Hawai'i's Department of Psychiatry facilitate the Youth Leadership Council. Approximately 50 youth from across the state are now part of the Council, serving as advocates for suicide prevention in their respective communities. Interested youth/organizations can contact MHAH for information on the process for becoming involved in the Council (includes an application/interview process to ensure youth's readiness for serving as a youth leader).

Hawai'i State Department of Health (DOH)

DOH is the state-designated "lead agency" for suicide prevention activities. The following sections of DOH relate to mental health and/or suicide prevention:

- Injury Prevention & Control Section – main resource for suicide prevention trainings & information
<http://health.hawaii.gov/injuryprevention/>
- Adult Mental Health Division – <http://health.hawaii.gov/amhd/>
- Child & Adolescent Mental Health Division – <http://health.hawaii.gov/camhd/>

American Foundation for Suicide Prevention (AFSP) – Hawai'i Chapter

Main contacts:

- <https://afsp.org/chapter/afsp-hawaii/>
- Eric Tash, MPH, Board Chair, macnut@hawaii.rr.com
- Dan Yahata, Chapter President, dkyahata@hotmail.com
- Pua Kaninau-Santos, Community Liaison, pkshawaii@gmail.com

AFSP is the nation's leading organization bringing together people across communities and backgrounds to understand and prevent suicide, and to help heal the pain it causes. A small group of board members and volunteers have established a formal Chapter in Hawai'i. AFSP's major activities include the Out of the Darkness Community Walks, International Survivors of Suicide Loss events, "Party for Prevention," and other trainings and awareness activities to increase community knowledge and capacity around suicide prevention.

Mental Health America of Hawai'i (MHAH)

MHAH provides trainings, presentations, and resources for adults and youth. The organization also supports individuals and families around mental health issues, and participates in advocacy activities. Most recently, MHAH launched an online toolkit for bullying prevention (<http://bullypreventiontoolkit.weebly.com/>).

- <http://mentalhealthhawaii.org/>, (808) 521-1846
- *MHAH offers one of the most comprehensive and updated social service directories:*
<http://mentalhealthhawaii.org/img/findingHelpPhoneList.pdf>
- Also available on MHAH's website is a "*Finding Help Consumer Guide*," which describes different types of mental illnesses, treatments, medications, providers, and programs.
<http://mentalhealthhawaii.org/img/findingHelpConsumerGuide.pdf>

National Alliance on Mental Illness (NAMI) Hawai'i

Offers education, advocacy, and support for persons with mental illness and their families.

- www.namihawaii.org, (808) 591-1297

University of Hawai'i at Mānoa, Department of Psychiatry

In addition to conducting research on mental/behavioral health in Hawai'i, the Department houses the "Hawai'i's Caring Communities Initiative (HCCI) for Youth Suicide Prevention."

- Department of Psychiatry – <http://blog.hawaii.edu/dop>
- HCCI – <http://blog.hawaii.edu/hcci> or HCCI-contact@dop.hawaii.edu

Queen Lili'uokalani Children's Center (QLCC)

QLCC is a social service agency committed to the orphaned and destitute children in the State of Hawai'i, with preference given to those of Hawaiian ancestry. Pua Kaninau-Santos oversees a number of suicide prevention efforts including training and support for suicide survivors.

- <http://qlcc.org/>, Pua Kaninau-Santos – pkshawaii@gmail.com
- *QLCC's Honolulu Unit also hosts support/grief groups specific for survivors of suicide loss.*

Hawai'i Youth Services Directory

A service of the Office of Youth Services (OYS; under the State Department of Human Services), this searchable directory includes a variety of social service organizations and activities for youth and young adults. Organizations can create a free log-in to add their organization's information to the directory.

- <http://808youth.com/>

Hawai'i State Department of Education (DOE)

- <http://www.hawaiipublicschools.org/Pages/Home.aspx>
- Specific information on bullying and safe schools can be found at:
<http://www.hawaiipublicschools.org/BeyondTheClassroom/SafeSchools/Pages/home.aspx>




Other Organizations and Agencies

There are many groups, formal and informal, that are currently working in suicide prevention. The following list provides just a snapshot of these groups – and thankfully, the list continues to grow!





- Action With Aloha
- Alu Like
- American Foundation for Suicide Prevention, Hawai'i Chapter
- BRAVEHEART
- CARE Hawai'i
- Castle Medical Center
- Catholic Charities of Hawai'i
- Chaminade University
- Department of Defense (Army, Army National Guard, Marines, Navy, Veteran's Administration)
- Enterprise Honolulu
- Family Court
- Gebco Hawai'i
- GLSEN Hawai'i
- Hale Ho'ola Hamakua
- Hale Kipa
- Hawai'i Pacific University
- Hawai'i Primary Care Association
- Hawai'i S.P.E.A.R. Foundation of America
- Hawai'i State Department of Education
- Hawai'i State Department of Health (Adult Mental Health Division, Child & Adolescent Mental Health Division, Alcohol & Substance Abuse Division, Injury Prevention and Control Section, Maternal & Child Health Branch, Tobacco Settlement Fund Management)
- Hawai'i State Department of Human Services (Office of Youth Services)
- Hawai'i State Legislature
- Helping Hands Hawai'i
- Hilo Medical Center
- Honolulu Community College
- Hope Services Hawai'i
- Judiciary – First Circuit
- Kahuku Medical Center
- Kahuku United Methodist Church
- Kapi'olani Community College
- Kapi'olani Medical Center for Women and Children
- Ka'u Hospital
- Kaua'i Veteran's Memorial Hospital
- Kids Hurt Too
- Ko'olauloa Community Health and Wellness Center
- Lana'i Community Hospital
- Life's Bridges Kaua'i
- Maui Community College
- Maui Economic Opportunity
- Maui Memorial Medical Center
- Mental Health America of Hawai'i
- Moloka'i Community Health Center
- Moloka'i General Hospital
- Office for Social Ministry, Catholic Diocese
- Police Departments (all counties)
- Queen Lili'uokalani Children's Center
- Queen's Medical Center
- Tripler Medical Center
- University of Hawai'i Hilo
- University of Hawai'i at Mānoa (John A. Burns School of Medicine, Office of Public Health Studies, School of Social Work, Counseling and Student Development Center)
- University of Hawai'i at West O'ahu
- Wahiawa General Hospital
- Wai'anae Coast Comprehensive Health Center
- Wilcox Memorial Hospital

TRAININGS ON SUICIDE PREVENTION, MENTAL HEALTH, AND ASSOCIATED TOPICS

– PRIMARY SUICIDE PREVENTION TRAININGS –

Curriculum	Description	Appropriate For	Approximate Length	Main Contact(s)
<p>“Suicide Prevention 101”</p>	<p>A very basic presentation to introduce audiences to foundational information around suicide prevention – i.e., core principles, local data, warning signs, and resources.</p>	<p>All audiences</p>	<p>1 hour</p>	<p>Jeanelle Sugimoto-Matsuda, sugimotoj@dop.hawaii.edu</p> <p>Nancy Deeley, nancy.deeley@doh.hawaii.gov</p>
<p>“Connect” Training Program (parent organization = National Alliance on Mental Illness, New Hampshire)</p> 	<p>The “Connect” training was brought to Hawai‘i via the Hawai‘i’s Caring Communities Initiative (HCCI) on Youth Suicide Prevention (see “Grant Activities”). Developed by the National Alliance on Mental Illness (NAMI) of New Hampshire, “Connect” is a comprehensive, ecological, community-based approach to train professionals and communities in suicide prevention and response. Training topics include suicide as a public health issue, risk and protective factors, warning signs, how to connect with someone who may be at-risk for suicide, safe messaging around the issue of suicide, and protocol/systems development within and among agencies.</p>	<p>All audiences – foundational training (adaptable to specific groups, including youth)</p>	<p>3-4 hours</p>	<p>Jeanelle Sugimoto-Matsuda, DrPH, UH Department of Psychiatry, sugimotoj@dop.hawaii.edu</p> <p>Deborah Goebert, DrPH, UH Department of Psychiatry, goebertd@dop.hawaii.edu</p> <p>http://www.theconnectprogram.org/</p>
<p>SafeTALK (parent organization = Living Works)</p> 	<p>“SafeTALK” (TALK = tell, ask, listen, keep safe) was brought to Hawai‘i via the “Hawai‘i Gatekeeper Training Initiative” (see “Grant Activities”). It is a three-hour gatekeeper training intended for everyone in the community. It is an evidence-based training program which teaches individuals to be “alert helpers.” Participants learn to recognize warning signs for suicide, approach someone at-risk and ask if they are thinking about suicide, and then connect them to a caregiver or professional that can then work with the individual to keep safe.</p>	<p>All audiences – step-by-step process of connecting with someone who may be thinking about suicide</p>	<p>3-4 hours</p>	<p>Jeanelle Sugimoto-Matsuda, DrPH, UH Department of Psychiatry, sugimotoj@dop.hawaii.edu</p> <p>Nancy Deeley, MPH, Hawai‘i State Department of Health, nancy.deeley@doh.hawaii.gov</p> <p>https://www.livingworks.net/programs/safetalk/</p>
<p>ASIST (Applied Suicide Intervention Skills Training; parent organization = Living Works)</p> 	<p>ASIST was the first gatekeeper training brought to Hawai‘i. The Prevent Suicide Hawai‘i Taskforce (PSHTF; see section on “Collaborations and Partnerships”), founded in 2001, prioritized training as its primary priority and selected ASIST since there were already certified trainers in the State. ASIST is a two-day training intended for those in the community who are willing and able to be a caregiver that can provide “suicide first aid” for someone who is having thoughts of suicide. ASIST-trained individuals are able to assess an individual’s level of risk, discuss risk and protective factors, and develop a safety plan. Anyone in the community, not only mental health professionals, can become ASIST-trained. SafeTALK participants are taught to seek out those trained in ASIST when they are looking to keep someone safe.</p>	<p>Individuals (community members and professionals) willing to and/or tasked with conducting full suicide interventions (including risk assessments and safety planning)</p> <p><i>It is recommended that trainees attend Connect and/or SafeTALK prior to ASIST</i></p>	<p>2 full days</p>	<p>Jeanelle Sugimoto-Matsuda, DrPH, UH Department of Psychiatry, sugimotoj@dop.hawaii.edu</p> <p>Nancy Deeley, MPH, Hawai‘i State Department of Health, nancy.deeley@doh.hawaii.gov</p> <p>https://www.livingworks.net/programs/asist/</p>

– TRAININGS OFFERED BY PSHIF PARTNERS –

Curriculum	Description	Appropriate For	Approximate Length	Main Contact(s)
<p>“Youth Suicide and Bullying Prevention” (YSBP) Training</p> 	<p>Mental Health America of Hawai‘i’s YSBP training offers strategies to recognize and intervene in suicide and bullying. In the workshops, participants learn to: 1) define bullying and understand the roles we play in bullying; 2) identify symptoms of depression and recognize signs of suicide; and 3) listen, ask, support, and empower the youth to get help.</p>	<p>All audiences – foundational training, versions for youth and adults available</p>	<p>2-3 hours</p>	<p>Mental Health America of Hawai‘i info@mentalhealth-hi.org (808) 521-1846 http://mentalhealthhawaii.org/</p>
<p>“Grow a Rainbow” Training</p> 	<p>Mental Health America of Hawai‘i’s “Grow a Rainbow” training offers resources and strategies for supporting Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) youth and families. The training helps organizations create “safe spaces” for LGBTQ youth (e.g., programs that are welcoming and empowering to these youth).</p>	<p>Adult audiences</p>	<p>2-3 hours</p>	<p>Mental Health America of Hawai‘i info@mentalhealth-hi.org (808) 521-1846 http://mentalhealthhawaii.org/</p>
<p>Youth Mental Health First Aid</p> 	<p>Youth Mental Health First Aid is a full-day education program which introduces participants to unique risk factors and warnings signs of mental health issues in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent who may be in crisis or experiencing a mental health challenge. These trainings are currently coordinated and sponsored through a federal grant awarded to the Hawai‘i State Department of Education.</p>	<p>Adult audiences – those who regularly interact with youth</p>	<p>1 full day</p>	<p>Cynthia “CJ” Rice cynthia_rice@notes.k12.hi.us (808) 305-9798 www.mentalhealthfirstaid.org</p>
<p>“More than Sad”</p> 	<p>Developed by the American Foundation for Suicide Prevention, “More Than Sad” helps participants to recognize signs of depression in themselves and others, challenges the stigma surrounding depression, and demystifies the treatment process. It can be conducted in the school setting, for high school youth and educators, and also in the community for adults/parents/families.</p>	<p>All audiences</p>	<p>1-2 hours</p>	<p>Pua Kaninau-Santos pkshawaii@gmail.com https://afsp.org/our-work/education/more-than-sad/</p>

MAJOR AWARENESS ACTIVITIES

Prevent Suicide Hawai'i "Healing After" Conference

Main contacts:

- Nancy Deeley, MPH, Suicide Prevention Coordinator, Department of Health, nancy.deeley@doh.hawaii.gov

The "Healing After" conference was originally conceived of by Pua Kaninau-Santos, who lost her son to suicide in 2003 and ever since has been one of Hawai'i's champions of suicide prevention. The aim of the conference is to bring together a community of survivors, advocates, educators, policymakers, and health professionals around the issue of suicide. The conferences aim to increase awareness of suicide, skills to respond to those at risk, and abilities help those who have survived the loss of a loved one. The most recent conferences were held on 11/20/13 (O'ahu) and 4/20/15 (Hawai'i Island). The next conference is tentatively expected in 2018.

"Out of the Darkness" Community and Campus Walks

Main contact:

- American Foundation for Suicide Prevention, www.afsp.org/hawaii for information and registration (all events)

One of the major activities of the American Foundation for Suicide Prevention's (AFSP's) Hawai'i Chapter (see "Collaborations and Partnerships") is the organization of "Out of the Darkness" Community and Campus Walks. The purpose of the Walks is to promote awareness around suicide prevention, as well as to raise funds that will benefit local activities and research. Upcoming walks include:

- 3/15/17 – O'ahu, Honolulu Community College
- 9/9/17 – O'ahu, Ala Moana Beach Park

International Survivors of Suicide Mini-Conferences

Main contact:

- American Foundation for Suicide Prevention, www.afsp.org/hawaii for information

Another major activity of AFSP is the organization of gatherings/mini-conferences which coincide with International Survivors of Suicide Loss Day. The event welcomes survivors of suicide loss, and provides a safe and healing space where everyone can comfortably participate in a way that is meaningful to them. Recent and upcoming events include:

- 11/18/17 – O'ahu, Pacific Beach Hotel

GRANT ACTIVITIES

On October 21, 2004, the Garrett Lee Smith (GLS) Memorial Act was signed into law by President Bush at a White House ceremony. The Garrett Lee Smith Memorial Act was introduced by Senator Gordon Smith (R-OR) in memory of his son who had recently died by suicide. This legislation provides a funding mechanism for state agencies, college campuses, and tribal nations to implement suicide prevention, intervention, and awareness programs.

GLS State Grantee – University of Hawai'i at Mānoa, John A. Burns School of Medicine, Department of Psychiatry (funding period 2011-2014)

"Hawai'i's Caring Communities Initiative (HCCI) for Youth Suicide Prevention"

Main contacts:

- Deborah Goebert, DrPH, UH Department of Psychiatry, goebertd@dop.hawaii.edu
- Jeanelle Sugimoto-Matsuda, DrPH, UH Department of Psychiatry, sugimotoj@dop.hawaii.edu

The overall goal of the Hawai'i's Caring Communities Initiative (HCCI) is to prevent youth suicide and increase early intervention. This was accomplished by increasing public awareness, increasing community-based support for youth suicide prevention, and expanding gatekeeper training in at-risk communities. Furthermore, HCCI promotes clinical practices and parent education to reach youth who have attempted suicide. With the goal of preventing youth suicide and increasing early intervention, these projects have positively impacted at-risk communities and the statewide suicide crisis infrastructure in Hawai'i. This Initiative aligns with the State's strategic goals for suicide prevention, and builds upon previous efforts of the Hawai'i Gatekeeper Training Initiative. HCCI implemented two strategic projects entitled Mobilizing Communities At-Risk (MCAR) and Enhancing the Statewide Trauma Network (ESTN), using the rubric of the Communities that Care (CTC) system.

**GLS Campus Grantee – Chaminade University of Hawai‘i (funding period 2012-2015)
“E Ho‘opili No Na Haumana”**

Main contacts:

- Dale Fryxell, PhD, Chaminade Department of Psychology, dfryxell@chaminade.edu

The E Ho‘opili No Na Haumana Project at Chaminade University of Honolulu has been thoughtfully and collaboratively developed to prevent suicide attempts and completions, and to enhance services for students with mental and behavioral health problems such as depression and substance use/abuse that put them at-risk for suicide and suicide attempts. In collaboration with a Native Hawaiian clinical psychologist who lost his son to suicide, the project adapted the QPR (question, persuade, refer) Gatekeeper Training to be more relevant to Asian American and Pacific Islander (AAPI) individuals. The project also created a campus resource center that houses a wide array of resources, available to students and staff, that are specific to the cultures of the diverse peoples of Hawai‘i.

GLS Campus Grantee – University of Hawai‘i at Hilo (funding period 2012-2015)

Main contacts:

- Sulma Gandhi, PhD, Director, Student Health & Wellness Programs, sulma@hawaii.edu

The goal of the project is to prevent suicide and improve the mental health of UH Hilo students through a peer-to-peer health education and support network, and through improved communication networks and knowledge among key staff and gatekeepers who come in contact with students needing mental health interventions. The project’s objectives are as follows: (1) develop high-quality, culturally relevant training materials for student peers and seminar materials for gatekeepers; (2) develop seminar materials for family members of high-risk students to be presented at semester Orientation Programs; (3) recruit students from targeted at-risk populations to attend the semester-long workshops as part of their student employment; (4) recruit volunteer students for introductory two-hour training workshops from other student populations; (5) reduce the stigma of seeking mental health assistance; (6) increase early intervention in student mental health issues by referrals from peers; (7) increase overall utilization of campus mental health services and the National Suicide Prevention Lifeline; and (8) increase utilization of campus mental health services in the targeted high risk student populations.

GLS State Grantee – Hawai‘i State Department of Health (funding period 2008-2011)

Main contacts:

- Therese Argoud, MPH, Program Manager, Department of Health, therese.argoud@doh.hawaii.gov
- Nancy Deeley, MPH, Suicide Prevention Coordinator, Department of Health, nancy.deeley@doh.hawaii.gov

The Hawai‘i Gatekeeper Training Initiative (HGTTI) was implemented by the Injury Prevention and Control Section (IPCS) of the Hawai‘i State Department of Health (DOH). The aim was to reduce suicide deaths and attempts among youth ages 10-24 in our State. HGTTI used three evidence-based training curricula: Applied Suicide Intervention Skills Training (ASIST), safeTALK, and Signs of Suicide (SOS). IPCS leveraged grant resources by incorporating gatekeeper training into three systems that already impact significant numbers of youth in both the school and community settings. These agencies included: Department of Education (Peer Education Program, and School-Based Behavioral Health), the Department of Health Alcohol and Drug Abuse Division (agencies contracted to provide treatment services in their Adolescent Substance Abuse Outpatient School-Based Treatment Program, and prevention services in their Youth Substance Abuse Prevention Partnerships Initiative), and the Honolulu Police Department (Emergency Psychological Services/Jail Diversion Program).

GLS Campus Grantee – University of Hawai‘i at Mānoa, Counseling and Student Development Center (funding period 2009-2012)

Main contacts:

- Kathrine Fast, PhD, UH Mānoa Counseling and Student Development Center, kathrine@hawaii.edu

The project addressed seven goals focusing on infrastructure development needs: 1) assess system-wide and campus specific needs; 2) develop policies and procedures for responding to critical mental health events; 3) identify system-wide and community-based resources; 4) establish campus-specific resource networks; 5) increase awareness and knowledge of risk and protective factors for suicide attempts among gatekeepers; 6) increase awareness and knowledge of risk and protective factors for suicide attempts among students; and 7) develop informational, educational, and training materials regarding risk and protective factors for suicide attempts and mental health adjustment.

POLICY/ADVOCACY, STRATEGIC PLANNING, AND SYSTEMS-BUILDING

House Concurrent Resolution (HCR) 66 of 2016

http://www.capitol.hawaii.gov/measure_indiv.aspx?billtype=HCR&billnumber=66&year=2016

During the 2016 Hawai'i Legislative Session, HCR 66 was passed, which calls upon the Prevent Suicide Hawai'i Taskforce (PSHTF) to form a temporary sub-committee to craft a statewide strategic plan to reduce suicide deaths and attempts in Hawai'i at least 25% by the year 2025. The PSHTF is in the process of convening this sub-committee, and determining what steps need to be taken to complete the strategic plan. The plan will be completed and presented back to the Legislature in December 2017.

General Appropriations Act of 2007 (Act 213)

Act 213 requires the Department of Health to establish and implement a suicide early intervention and prevention program and prepare and submit a detailed report to include expenditures and all activities performed. As a result, \$100,000 is appropriated to the Department of Health annually, which funds a permanent "Suicide Prevention Coordinator" position within the Injury Prevention and Control Section, as well as ongoing trainings (e.g., safeTALK, ASIST, Connect), speaking engagements, project support, and conferences.

Hawai'i Injury Prevention Plan (HIPP)

Available for download at:

http://health.hawaii.gov/injuryprevention/files/2013/09/Hawaii_Injury_Prevention_Plan_2012_to_2017_4mb.pdf

The Hawai'i Injury Prevention Plan (HIPP) is a collaborative effort of the Injury Prevention Advisory Committee (IPAC) and the Injury Prevention and Control Section (IPCS) of the Department of Health. The HIPP's goals are to: 1) provide an overall plan for reducing injuries statewide; 2) provide direction and focus to IPCP's efforts in the next five years; 3) provide guidance to other organizations and agencies involved in injury prevention; and 4) serve as a catalyst for organizations and agencies to collaborate on reducing/preventing injuries. The latest iteration of the HIPP (2012-2017) includes a section focused on suicide prevention, with goals including: 1) develop and implement prevention training for "gatekeepers"; 2) launch a public awareness campaign; and 3) develop and promote effective clinical & professional practices & policies.

MAJOR NATIONAL AGENCIES AND RESOURCES

National Suicide Prevention Lifeline (NSPL)

The NSPL is a 24-hour, toll-free, confidential suicide prevention hotline available to anyone in suicidal crisis or emotional distress. The NSPL website offers additional resources.

- www.suicidepreventionlifeline.org
- 1-800-273-TALK (8255)
- *The NSPL is now connected with several social media sites, including Facebook, Twitter, YouTube, and Tumblr.* Instructions can be found here – <http://www.suicidepreventionlifeline.org/gethelp/online.aspx> – on how to report suicidal content. Reports will generate referrals to a counselor with the NSPL, who will attempt to make contact with the user.

Crisis Text Line

A free, 24/7 support for those in crisis. Text 741741 from anywhere in the US to text with a trained counselor. The Text Line also trains volunteers to support people in crisis.

- <http://www.crisistextline.org/>
- Text ALOHA to 741-741

Suicide Prevention Resource Center (SPRC)

The nation's only federally supported resource center devoted to advancing the National Strategy for Suicide Prevention. SPRC offers an extensive online library of free resources, reports, data briefs, etc.

- www.sprc.org

Substance Abuse & Mental Health Services Administration

SAMHSA's core competencies include releasing and managing block grants and special programmatic funding and providing states, providers, communities and the public with the best and most up-to-date information about behavioral health issues and prevention/treatment approaches.

- www.samhsa.gov
- *The majority of materials are available for free download and order (including shipping) via SAMHSA's website:*

<http://store.samhsa.gov/facet/Issues-Conditions-Disorders/term/Suicide>. Popular items include:

- Magnet – “National Suicide Prevention Lifeline, 1-800-273-TALK”
- Wallet card – “Suicide warning signs: Get the facts and take action”
- Wallet card – “Having trouble coping? With help comes hope. Suicide warning signs”
- Wallet card – “Having trouble coping after a disaster? Talk with us.”
- Wallet card – “Assessing suicide risk: Initial tips for counselors”
- Wallet card – “Suicide assessment five-step evaluation and triage (SAFE-T): Pocket card for clinicians”
- Brochure – “A guide for taking care of yourself after your treatment in the emergency department”
- Brochure – “A guide for taking care of your family member after treatment in the emergency department”
- Brochure – “A guide for medical providers in the emergency department taking care of suicide attempt survivors”
- Fact sheet – “Recommendations for reporting on suicide”
- Report – “Preventing suicide: A toolkit for schools”
- Report – “National strategy for suicide prevention 2012: Goals and objectives for action”
- Report/toolkit – “SAMHSA's disaster kit”

Action Alliance for Suicide Prevention

The public-private partnership advancing the National Strategy for Suicide Prevention, which was authored by the US Department of Health & Human Services (DHHS). This report presents a national strategic prevention framework for action. It lists goals and objectives that serve as a roadmap for direction.

- www.actionallianceforsuicideprevention.org
- Report can be downloaded at <http://store.samhsa.gov/product/SMA01-3517>

American Association of Suicidology (AAS)

Advancing scientific/programmatic efforts in suicide prevention through research, education and training, the development of standards and resources, and survivor support services.

- www.suicidology.org

American Foundation for Suicide Prevention (AFSP)

Initiatives include research, new educational campaigns, innovative demonstration projects, and policy work.

- www.afsp.org
- *AFSP offers one of the most comprehensive set of resources to support individuals, families, and communities after a suicide loss – visit the “I've Lost Someone” section of their website at: <https://afsp.org/find-support/ive-lost-someone/>.*

“Means Matter”

Harvard University's “Means Matter” campaign is working to increase the proportion of suicide prevention groups who promote activities that reduce a suicidal person's access to lethal means of suicide, and who develop active partnerships with gun owner groups to prevent suicide.

- <https://www.hsph.harvard.edu/means-matter/>

Mental Health America

Founded in 1909, Mental Health America is the nation's leading community-based non-profit dedicated to addressing the needs of those living with illness, and promoting the overall mental health of all Americans.

- <http://www.mentalhealthamerica.net/>

National Alliance on Mental Illness (NAMI)

NAMI is the nation's largest grassroots mental health organization. NAMI advocates for access to services, treatment, supports, and research and is steadfast in its commitment to raising awareness and building a community of hope.

- www.nami.org

National Institute of Mental Health (NIMH; under the National Institutes of Health)

NIMH is the lead federal agency for research on mental disorders. NIMH is one of 27 institutes and centers that make up the National Institutes of Health (NIH), the nation's medical research agency.

- <https://www.nimh.nih.gov/about/index.shtml>

SAVE (Suicide Awareness Voices of Education)

SAVE's work is based on the foundation and belief that suicide should no longer be considered a hidden or taboo topic, and that through raising awareness and educating the public, we can SAVE lives.

- www.save.org

The Connect Suicide Prevention Project

A project of NAMI New Hampshire, Connect is an evidence-based program offering training and resources in prevention/intervention and postvention.

- www.theconnectproject.org

25237 ADULT EDUCATION ENROLLMENT/TESTING FUND

REF 6293

REQUEST TO TERMINATE THE ADULT EDUCATION ENROLLMENT/TESTING FUND

Detailed Justification of Request

The Department is requesting the elimination of the **inactive** Adult Education Enrollment/Testing Fund to address a 2016 audit finding and directive to sunset this trust fund.

For the 2017 legislative session, a request was submitted to the Legislature to eliminate \$1,740,000 from this fund. Act 49, SLH 2017 (HB100 CD1, EDN500/PC, Seq#60-001) reduced the ceiling from \$4,000,000 to \$2,260,000.

For the 2020 legislative session, the Department submitted a budget request to reduce \$2,260,000 for EDN500, MOF T, and cited the Auditor's report 16-11. However, Act 9, SLH 2020 (SB126 CD1), did not include the trust fund reduction.

For the 2023 session, WAM (per its email dated 8/22/22) indicated it wants to eliminate inactive non-general and non-federal funds in an effort to clean up the budget. This is one of the funds identified by WAM for elimination.

Impact Statements

If the request is not approved, the Department will be out of compliance with a 2016 State Auditor's report, Report No. 16-11.

33027 COMMUNICATIONS & COMMUNITY AFFAIRS

REF 6308

TRANSFER-IN 4.0 PERM FTE & FUNDS FROM EDN200/GM (16772) LEARNING TECH TO EDN300/KD (33027) COMMS

Detailed justification of Request

Transfer (4) permanent positions and funds from Prog ID# 16722 Extended Learning Branch (ELB), Learning & Technology Section (LTS), to Prog ID# 33027 Communications Branch, to align the budget with the 2018 reorganization and current position reporting structure. The positions include 1.0 Audio Visual Technician, 1.0 Teleschool Specialist, and 2.0 TV Technicians. This request was previously submitted during the 2020 legislative session, but was not acted upon due to the onset of COVID-19.

These positions play a critical role in supporting our Video Production Branch that produces training and promotional videos for various Department offices and schools, social media videos, video news releases for the media, and content production for the Department's TV station (Ch. 356, which runs 24/7). They also produce the Department's large events including the Educational Leadership Institute (ELI), Joint Venture Education Forum (JVEF) annual meeting, Teacher of the Year, and more.

Impact Statements

If this transfer is denied, the budget would continue to be misaligned with the current position reporting structure.

25760 TITLE IX TRAINING

REF 6321

ADD FUNDS FOR ADDITIONAL TITLE IX TRAINING.

Detailed Justification of Request

a. This request is to provide for the necessary expansion of knowledge and training pertaining to Title IX, the Education Amendment of 1972, renamed as the Patsy T. Mink Equal Opportunity in Education Act, by working into the Department's budget the \$350,000 appropriated for FY 2022-23 via Act 242, SLH 2022.

Through an appropriation from the Legislature, the Civil Rights Compliance Branch (CRCB) was able to procure the services of ATIXA (Association of Title IX Administrators) and Good Sports (Val Bonnette).

Using funds that expired in FY2019, ATIXA professional development training and ATIXA Certification were provided to at least one administrator in each of HIDOE's 256 K-12 public schools. Through this training, all of the Department's Equity Specialists and at least one administrator in each school were enabled to recognize, understand, and take appropriate action regarding compliance requirements and obligations under the Title IX regulations, and specifically on responding appropriately to reports of sexual harassment and sexual violence against a student, as well as strategies to stop, prevent, and remedy sexual harassment and discrimination in our public schools. In 2020, during the COVID-19 lockdown, new regulations for Title IX were promulgated, which took effect in August 2020. Therefore, important training needs to be expanded and targeted for our teachers, counselors, and students. It is critical that the knowledge base provided to administrators be expanded and brought closer to the students themselves.

Additionally, in 2019, compliance training was provided to Principals, Athletic Directors, and facility engineers in all 43 of our public high schools through classroom sessions and on-site sessions at each of our high schools. The trainer, Val Bonnette, customized data collection materials and worksheets specifically for Hawaii. Good Sports participants learned about gender equity program access for the underrepresented gender, scholarships, coaching, recruitment, travel, facilities, equipment, participation, publicity, and more. However, much work remains to be done. For example, analyzing data for planning purposes needs to be expanded and customized. Equity Specialists need intensified training so they can assist in analyzing the data to plan for participation and program and facility improvements thoughtfully and expeditiously. Student participation in athletics needs to be encouraged and interest needs to be initiated in the middle schools, and possibly even starting in the elementary schools, to increase participation rates. Student voice through interviews and surveys must be expanded and thoughtfully incorporated into program planning.

b. The momentum and knowledge base that has been created with these recent trainings should be continued and expanded to engage our teachers, counselors, and students to bring the necessary information and understanding closer to the students themselves.

It is imperative that the Department continue to engage our students; train our Equity Specialists to be able to analyze data; develop strategies to improve access to programs and services; and expand participation rates for the underrepresented gender, by expanding athletic interest and programs for the middle school, and perhaps starting in the elementary schools.

c. This request is for additional funds to continue the work as described above.

d. The knowledge base will be expanded closer to the students and schools, the results of which will show through greater participation in sports, student surveys and interests, and greater understanding of how to stop and prevent sexual harassment and sexual violence.

e. Without this funding, the growth of our programs and services pertaining to Title IX will be slower and the momentum which has been initiated through the current training may be less effective. There will be a critical loss in the expertise needed to support our schools and programs for Title IX initiatives.

Impact Statements

Act 242, SLH 2022, appropriated \$350,000 to the Department for equity training.

The Department's Civil Rights Compliance Branch is currently working with the Procurement Office on a request for proposal to procure the services of a third-party contractor to provide the equity training. The target audience for the training are Department administrators, teachers, counselors, and charter school employees. The equity training will focus on Title IX of the Educational Amendments of 1972, a federal law that prohibits discrimination on the basis of sex in education programs and activities that receive federal funding.

The goal of the training is for Department employees to better able to recognize and identify discrimination, harassment, and/or bullying against students and employees on the basis of sex, as well as provide a better awareness of the requirements for Department employees to report such incidents.

Students and employees should be able to attend school or work without having to worry about whether they will be a victim of sexual harassment. This training is integral to ensuring that students and employees have a school and work environment that is conducive to learning and productivity.

25237 STUDENT SUPPORT SERVICES

REF 7273

ADD FUNDS FOR ENHANCED WELLBEING MANAGEMENT SYSTEM AND SERVICE

Detailed Justification of Request

The COVID-19 pandemic has exacerbated the existing capacity-constrained physical and mental health services available to youth throughout the state. Now more than ever, our schools, students, and families are in need of support. Furthermore, given that students will be assessed on their social and emotional learning (SEL) competencies throughout the school year, provisions must be made to ensure support is available to students that are identified as at-risk and in need of intensive and immediate mental health interventions.

The Department seeks to ensure all students will have equitable access to the support and interventions needed to thrive. Currently, school counseling and School-Based Behavioral Health systems offer promotion, prevention, and intervention support and services but lack a singular data collection system enabling essential data collection and analysis of program and intervention effectiveness. To make advancements towards an Interconnected Systems Framework (ISF) recommended by leading national organizations (i.e., Center on Positive Behavioral Interventions and Systems (PBIS), Mental Health Technology Training Center (MHTTC)), establishing a network of community providers through a robust referral system is essential.

There is a dire need to support schools, students, and families with a wraparound support service system for physical and mental health needs. This system is in place using ESSER funds. Over 100 schools are participating in this program as of August 2022.

What is the proposed solution?

Having a physical and mental health direct service referral management system of care will ensure that all students across the state receive on-demand and scheduled care, treatment planning, care management, crisis consultation, reporting, and follow-through.

This system of care will offer a safeguard of services for all students and will optimize our physical and mental health support system by providing a comprehensive single-entry system of care. The enhanced system will coordinate services across all available local providers that include Federally Qualified Health Centers (FQHCs) and leverage the existing professional service capacity by linking professional services by persons licensed under Hawaii Revised Statutes Chapter 453, to students at school and at home, including expanding the role of current community providers via a telehealth platform.

Immediate physical health support -- including but not limited to diagnosis and prescription of medication for acute concerns such as pink eye, ear infection, and head lice; also support in the management of chronic conditions such as asthma -- will be available for all schools, their students, and families. Additionally, as part of this care management system, students have

on-demand up to 6 mental health counseling sessions. After those 6 sessions, students in need of ongoing counseling will be matched with a community-based provider.

What amounts of funding and resources are already being used to address this need?

ESSER III funds are currently being used to address this area of need.

What are the sources of these funds?

Purpose: Allocation will be used to acquire a physical and mental health service system.

Cost: Estimate for the system is based on a per-pupil cost of \$10/ \$1,700,000 each year, 2 years.

Personnel: No additional personnel.

Equipment: No additional equipment will be required at HIDOE's expense for implementation.

Describe how successful outcomes will be measured. The following outcome measures will be collected quarterly after the initial baseline:

Capacity-building measures:

- Number of students identified as at-risk via attendance, SEL assessment, and academics.
- Number of students referred for physical health (PH) and mental health (MH) services.
- Number of additional FTE (PH and MH) added to local capacity to serve HIDOE students.
- Percentage of wait time reduced from referral to MH assessment.
- Percentage of wait time reduced from referral to MH services.
- Number of students receiving physical and mental health services.

Impact measures:

- Percentage of MH treatment plan goals completed.
- Number of hours of class time saved/PH visit.
- Satisfactory rating of Vendor's providers by initiators/parents.
- Attendance improvement.
- SEL assessment improvement.
- Academic improvement.

Feasible alternatives:

- Utilize Hawaii Keiki Hotline as the referral system.
 - Advantages: local-based partnership with the University of Hawaii with the possibility to expand services.

- Disadvantages: lacks a comprehensive provider network system at this time, no single-entry management system with follow-up case management, and insurance accrual.
- Continue to engage School-based Behavioral Health personnel to meet the needs of all students.
 - Advantages: works in schools, integrated within the school community, opportunities to build capacity.
 - Disadvantages: students' needs go beyond the capacity of SBBH support in the educational setting, consistent identification, intervention, and progress monitoring are not in place for all students at this time.

Reallocation of existing funds is not an option at this time as schools need as much personnel support as possible. Rather than remove funds for personnel and services, HIDOE seeks to enhance and optimize support systems under the current pandemic circumstances.

What would be the consequences of doing nothing?

Given the urgency presented by the COVID-19 pandemic, inaction would delay essential services to students and not be advantageous to youth, families, or the department. There is a dire need to support schools, students, and families with a wraparound support service system for physical and mental health needs.

Impact Statements

Given the urgency presented by the COVID-19 pandemic, inaction would delay essential services to students and not be advantageous to youth, families, or the department. There is a dire need to support schools, students, and families with a wraparound support service system for physical and mental health needs.

28178 SECTION 504 IMPLEMENTATION

REF 7278

ADD FUNDS TO COMPLY WITH SECTION 504 AND HAWAII ADMINISTRATIVE RULES

CHAPTER 61

Detailed Justification of Request

Due to the increase in students with disabilities accessing HIDOE-sponsored activities, HIDOE schools have absorbed some of the financial burden needed to provide student access. An example of the current estimated cost for after-school care accommodations is \$898,560. The current funding allocation is significantly less, at \$446,391.

Background: Federal guidance under 34 CFR 104.37(a)(1) states, "A recipient to which this subpart applies shall provide non-academic and extracurricular services and activities in such manner as is necessary to afford handicapped students an equal opportunity for participation in such services and activities." These "non-academic and extracurricular services and activities" may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups, or clubs sponsored by the Department. Due to the increase in participation from students with qualifying disabilities, some of the schools are absorbing the costs associated with providing these necessary accommodations to participate with their non-disabled peers.

What is the need? To ensure the Department is compliant with Section 504 and Hawaii Administrative Rules Chapter 61, additional funds are necessary to ensure HIDOE schools provide access to the same opportunities as their non-disabled peers, that the Department does not discriminate against the student based on their disability, and that qualified eligible students are provided a free appropriate public education (FAPE).

The Community Engagement Branch from the Office of Strategy, Innovation, and Performance estimates that the after-school programs within the Department would need approximately \$898,560 to provide the necessary accommodations.

What is the proposed solution? By providing additional general funds for this program, the Department is then able to ensure that the schools have the necessary resources to provide accommodations as described in their Section 504 Plans.

What amounts of funding and resources are already being used to address this need?

Currently, this program utilizes \$446,391 from general funds to provide equal educational opportunity and nondiscrimination protection to all qualified students with disabilities regardless of the nature and severity of the disabilities.

What resources are required for the proposed solution? Approximately \$898,560 in general funds would assist schools to provide the accommodations listed in their Section 504 Plans needed for other school-sponsored activities.

Describe how successful outcomes will be measured. By providing these funds to our HIDOE schools, there will be an increase in enrollment to our "non-academic and extracurricular services and activities."

Identify feasible alternatives? Due to the funding requirements behind IDEA, Section 504 would not be able to utilize Federal (IDEA) funds to address non-IEP indicated accommodations.

What would be the consequences of doing nothing? Schools and complex areas would need to reduce their enrollment to "non-academic and extracurricular services and activities," ensuring they are able to financially plan for the costs to accommodate students with disabilities as described in their Section 504 Plans.

Impact Statements

If the funding is denied, the Department will need to look at other general fund sources to provide accessible accommodations for students with disabilities.

23052 WORKERS COMPENSATION-ADMINISTRATION

REF 7303

ADD FUNDS FOR EMPLOYEE ASSISTANCE PROGRAM

Detailed Justification of Request

-Description of your request. Request funds to maintain the Employee Assistance Program (EAP) for all Hawaii State Department of Education (Department) employees -- full-time, part-time, or temporary -- who may need to utilize the EAP professional counseling services.

-Background/Justification. The employee assistance program is a voluntary program that is designed to provide a limited amount of free, confidential, short-term professional counseling services to the Department's employees who may be experiencing personal problems that are affecting job performance, related to family or marital problems, alcohol or substance abuse, and other emotional or behavioral issues. The EAP has been used in the past to provide emergency/crises and critical incident stress debriefing for employees affected by the Kilauea lava flow and, more recently, for COVID-19 related assistance. EAP also offers legal, financial, and eldercare assistance/counseling.

1. **What challenge or opportunity does your request address or solve, and why does it need to be addressed?** The current challenge is getting employees to recognize that mental well-being is just as important as health well-being. Employees may be concerned that disclosure of them seeking professional counseling services will compromise their work relationships or even put their job at risk. They may feel ashamed or embarrassed that they cannot control what is happening to them, so they do not reach out for support. However, through providing a confidential mental health/employee assistance program, the Department shows its concern for the overall well-being of all its employees.
2. **What is the proposed solution?** To maintain the current EAP services that are provided by the Department.
3. **What amounts of funding and resources are already being used to address this need?** The Department has been funding EAP services through funding transfers within OTM. For the last two (2) FY, approximately \$13,000 has been expended for EAP services. However, this is not a sustainable way to fund these important services for the Department's employees.
4. **What resources are required for the proposed solution?** \$15,000 is required to continue to offer EAP services to the Department's employees.
5. **Describe how successful outcomes will be measured.** The number of employees who use the services will continue to be measured to show effectiveness. Although regular, full-time employees could also seek counseling and assistance through their medical plans, these EAP services are easily accessible to all employees, including part-time and temporary employees who may not have affordable medical plan options. Over the past three years, Department employees have sought EAP services mainly for family or relationship issues, mental health, workplace conflict, and work stress. Last

year, approximately 100 employees sought services, which cost the Department approximately \$13,000.

6. **Identify feasible alternatives?** None.
7. **What would be the consequences of doing nothing?** If the additional funds being sought are not provided, the Department through the Office of Talent Management would not be able to maintain these critical services for employees. OTM has been providing the services as needed with no allocated budget. Excess funds from other OTM programs have been sought and used to provide a minimum amount of EAP services to Department employees. With the funds requested, the Department would be able to sustain these services for the benefit of our employees' well-being in support of the Superintendent's 3-1-1 strategy for Daily In-Person Learning. When life's challenges outpace employees' ability to cope, it can negatively impact both their performance and productivity. Having adequate support would help employees manage stress and solve problems, which would in turn reduce the negative impacts to the Department and students. This includes helping to decrease absenteeism, reducing the number or stress-related claims for workers' compensation benefits, providing for greater employee retention, and building stronger morale.

Impact Statements

If the additional funds being sought are not provided, the Department through the Office of Talent Management would not be able to maintain these critical services for employees. OTM has been providing the services as needed with no allocated budget. Excess funds from other OTM programs have been sought and used to provide a minimum amount of EAP services to Department employees. With the additional funds, the Department would be able to provide these services for the benefit of our employees' well-being in support of the Superintendent's 3-1-1 strategy for Daily In-Person Learning.

When life's challenges outpace the employees' ability to cope, it can negatively impact both their performance and productivity. Having adequate support would help employees manage stress and solve problems, which would in turn reduce the negative impacts to the Department and students. This includes helping to decrease absenteeism, reducing the number or stress-related claims for workers' compensation benefits, providing for greater employee retention, and building stronger morale.

33015 ACCOUNTING

REF 7806

TO COVER INCREASE IN COSTS FOR STUDENT ACTIVITY FUND (SAF) SYSTEM LICENSE (VENDOR KEV)

Detailed Justification for Request

There are 257 DOE schools + 2 community schools that have Student Activity Funds (SAF) held in insured checking/savings accounts outside of the State Treasury. SAF funds are authorized by HRS §302A-1130: Public schools special fees and charges, which allows the department (schools) to assess and collect special fees and charges from students for co-curricular activities. These funds are considered non-appropriated. These funds total about \$30 million.

SAF funds are not recorded on the Aukahi FMS system. SAF funds need to be tracked on a system that is made specific for these types of funds. The Department uses a School Cash Accounting system from vendor KEV Group Inc. We have a total of about 700 users that include School office staff, as well as Complex Area Business Managers (CABMs), Administrative Service Assistants (ASAs), Accounting Staff, and Internal Audit Staff. Note: The DOE moved off a "home grown" system to the KEV School Cash Accounting system in FY 2014, mainly due to findings of fraud and misuse of SAF funds because the "home grown" system was not robust enough to properly account for such funds and activities.

The annual license fee for the SAF system started at a "base" of \$350,000. The vendor increased the fee by 2% for FY 2019-20, and most recently by 4% for FY 2021-22. Following is a breakdown:

FY 2018-19 - \$350,000 (paid)

FY 2019-20 - \$357,000 (paid)

FY 2020-21 - \$321,300 (paid) (Note: *We were able to negotiate a one-time discount due to COVID and loss of funding*)

FY 2021-22 - \$371,280 (paid)

FY 2022-23 - \$386,132 (estimated)

FY 2023-24 - \$401,576 (estimated)

FY 2024-25 - \$417,640 (estimated)

FY 2025-26 - \$434,345 (estimated)

The annual license costs are being covered by MOF A by this program, which has annual funding of \$391,268. These funds are needed to cover both the SAF annual license fee and non-payroll operating expenses for 16 permanent positions.

At this time, there is no feasible alternative, as the 259 schools need a system for their SAF funds. If nothing is done, this program will not have sufficient funds to pay the SAF system license fee and the schools would have no SAF system.

Impact Statements

If nothing is done, this program will not have sufficient funds to pay the SAF system license fee and the schools would have no SAF system.

13116 HUAKA'I E HO'OLA - SCH-BASED MENTAL HLTH

REF 7809

OTHER FEDERAL FUND (MOF P) CEILING IS NEEDED IN EDN150 FOR MENTAL HEALTH SERVICES FOR STUDENTS

Detailed Justification of Request

-Description of your request: To establish an appropriation ceiling for Other Federal Funds (MOF P) in EDN150 to ensure the appropriation of federal funding for mental health services for public school students.

-Background/Justification:

1. **What challenge or opportunity does your request address or solve, and why does it need to be addressed?** Over the past several years, the Department has been awarded several multi-year federal grants for EDN150 for mental health services for public school students. Currently, there is no Other Federal Fund (MOF P) ceiling authorized by the budget act. In order to alleviate the additional steps needed every year -- for the Department, B&F, and DAGS -- to establish the appropriation code (S-815) and request a ceiling, the Department is requesting to establish an appropriation ceiling for these anticipated federal awards in the budget act.
2. **What is the proposed solution?** Establishing this appropriation ceiling will assist the Department, B&F, and DAGS by reducing the additional steps and effort needed to manually re-establish and continue the appropriation code each fiscal year.
3. **What amounts of funding and resources are already being used to address this need?** The current multi-year grant award is for "HUAKA'I E HO'OLA - SCH-BASED MENTAL HEALTH." This grant's goal is to improve ratios of qualified/licensed mental health service providers to meet the mental, emotional, social, and behavioral needs of public school students.
4. **What resources are required for the proposed solution?** Funds are being provided by the federal government to support the goals of this grant.
5. **Describe how successful outcomes will be measured.** Authorizing the ceiling in the budget bill should reduce the process by several weeks or longer.
6. **Identify feasible alternatives?** There is an administrative process provided for by the budget act and procedures established by B&F. However, the most expeditious solution would be to establish an appropriation ceiling in the budget bill to ensure federal funding is authorized when the budget bill is enacted.
7. **What would be the consequences of doing nothing?** If the Department is unable to establish an appropriation ceiling, the Department will need to coordinate with B&F and DAGS each fiscal year to re-establish/continue the appropriation code.

Impact Statements

If the Department is unable to establish a non-general fund appropriation ceiling, the Department will need to coordinate with B&F and DAGS each fiscal year to re-establish/continue the appropriation code. The most expeditious solution would be to establish an appropriation ceiling in the budget act to ensure the appropriation of federal funding for mental health services for public school students when the budget bill is enacted.

19097 STUDENT TRANSPORTATION

REF 7814

BUS CONTRACT INCREASE STARTING IN FISCAL YEAR 2024-25

Detailed Justification of Request

Currently, HIDOE has 22 school bus contracts that provide 100% of the state's home - school - home student transportation services. These contracts have been in place for the last 7-10 years respectively. A detailed breakout of the school bus contract dates and rates can be found in the attachment. The 7-10 year time of performance on these contracts has played a pivotal role in rate protection for HIDOE, allowing predictable consistency in our year-over-year budget needs. Annual price escalators in the current contracts included an annual Consumer Price Index increase that ranged from 1-3% over the years, as well as fuel adjustment compensation when fuel costs rose above a predetermined threshold.

The Student Transportation Services Branch endeavors to reach the following goals with the next round of contracts:

1. Ensure HIDOE has access to and implements the latest technologies focused on improving student safety;
2. Meet or exceed capacity demands;
3. Create an environment for greater availability and competitive pricing for field trips and all other extracurricular activity transportation needs;
4. Provide another 7-10 year rate protection plan while addressing realistic inflation rates to support our school bus drivers;
5. Provide support structures to assist contractors with transitioning to zero emission fleets; and
6. Align service areas as closely to existing complex area boundaries as possible in an effort to control cost by complex.

We predict that pricing for services will be significantly to substantially greater than current levels. We believe we should anticipate a median cost of approximately \$600 per bus, which represents a 25% increase over the current average cost. This is attributed to, but not limited to the following factors:

1. Protection from real inflation rates over the last 7-10 years;
2. Lack of Public Utilities Commission regulation over the student transportation industry;
3. Local competitive rates for Class A Commercial Driver's License drivers; and
4. The high upfront costs of transitioning to zero emission fleets.

Please see the 2nd attachment for more information on point #3 as that outlines a snapshot of all the current job opportunities for CDL drivers in the state.

Impact Statements

If the bus contracts are not fully funded at levels required to support and elevate the school bus driver profession in our communities, HIDOE will continue to lose school bus drivers, further diminishing our ability to ensure equal access to education for Hawaii families. Additionally, the state risks non-compliance with HRS §302A-406.

Attachments

Commercial Driver's License (CDL) License for Class A

Step 1: Study handbook

Step 2: Apply for Commercial Driver's Permit (CDP). The following tests must be passed in this order:

- a) General knowledge
- b) Air brakes
- c) Passenger
- d) School bus

If pass, CDP is issued. If fail, must wait 1 week and retake (and pay fees again).

Step 3: 3-4 weeks of drive training on own (usually sponsored by an employer)

Step 4: Complete entry-level driver training (ELDT). Once the applicant receives their CDP and starts training, the information is updated each time each segment is completed. This includes Theory, Public Road and Range for CDL B, Passenger and School Bus endorsement.

Step 5: Tests (must be taken same day and timed at 2 hours max):

- a) **Pre-trip:** The first test to complete is the Pre-trip vehicle test. It will demonstrate your knowledge of the commercial vehicle of the category you intend to drive and determine if the vehicle is safe to operate on the public roadways.
- b) **Skill test:** This test consists of various backing maneuvers and tests your skills to operate a commercial motor vehicle of the category you intend to drive under different simulated off-road situations. You must pass this test before taking the road test.
- c) **Road test:** This test will demonstrate your ability to operate a commercial vehicle of the category you intend to drive, through various traffic situations on the public roadways.

If the applicant passes the Pre-Trip, Skills and Road Test then the applicant will be issued their CDL. However, if an applicant does not pass anyone of the three above, it will be considered as a Fail. The applicant will have to wait 24 hours before they can reschedule for another date but the new scheduled date will need to be after 7 days of the failed date and must pay fees again.

Requirements:

- Minimum age is 21 years old
- Submittal of the DOT Certificate (Form MCSA-5876), which verifies that you meet the Medical and Physical requirements
- Pass the required vision test with a minimum of 20/40 in both eyes
- Possess a valid basic Hawaii Driver's License
- Certified United States Birth Certificate
- Current Front Facial photo. (No smaller than passport size & no larger than a standard size photo)
- Pass all required written tests for the class of license you wish to drive
- 2 Proof of Residence Documents

Fees:

- \$30 application fee for a permit
- \$5 fee per year or a fraction thereof for a new or renewed license
- \$15 fee for a duplicate license or any change to the information on the license
- \$15 fee to take the general knowledge test
- \$5 fee to take each special knowledge test
- \$15 additional fee to take the aural test
- \$41 to reinstate or \$66 if reinstating and renewing
- \$50 fee in advance to schedule an appointment to take the skills tests

Local CDL Driver Job Opportunities:

Snapshot from Indeed.com as of August 2022.

Company	Wage	Benefits	Extras
Sysco	\$32+ per hour (full time)	Full healthcare Retirement package options Paid vacation/holidays	Hiring bonus Productivity incentives Relocation assistance Paid training Tuition reimbursement
Y.Hata & Co., Limited	\$30+ per hour (full time)	Full healthcare	Paid training
AmeriGas Propane, Inc.	\$75,000 yearly (full time)	Full healthcare Retirement package options Paid vacation/holidays	Safety incentive program \$1k employee referrals Propane discount
Airgas	\$44,000 - \$55,000 yearly (full time)		
Royal Star	\$30 per hour (full time) plus gratuities	Full healthcare Retirement package options Paid vacation/holidays	Flex schedule Employee discount
Frito-Lay North America	\$26.15 per hour (full time)		
PepsiCo Beverages	\$24.62 per hour (full time)		
Niko Logistics Corp	\$55-70k yearly (full time)		Hiring bonus Flex schedule
Samson Trucking	\$51-\$65k yearly (full time)		
Kualoa Ranch Hawaii	\$33-42k yearly (full time) plus gratuities		
Aloha Anuenue Tours	\$70-80k yearly (full time) plus gratuities	Healthcare	

Nui Tours LLC	\$300-500 per day (full time) plus gratuities		
Baker Commodities	Not listed	Healthcare Retirement Paid training	\$7,500 hiring bonus
Odom Corp	\$46-59K yearly (full time)		
DHX	\$24-30 per hour (full time)	Healthcare Retirement	Tuition reimbursement Employee assistance program Annual bonus Milestone service bonus
Meadow Gold Dairies Hawaii	\$25+ per hour (full time)	Healthcare Retirement Paid vacation	Flex spending account Flex schedule
Honolulu Recovery Systems	\$25+ per hour (full time)	Healthcare Life Paid Vacation/Sick Time	Profit Sharing
Access	\$38.7-48.9K yearly (full time)	401k Healthcare Paid Time Off Paid Training	Life insurance
Direct Support Services	\$37.1-46.9K per year (full time)	Healthcare Paid time off Retirement	
Hawaii Transfer			
Ultimate Innovations, Inc.	\$25-30 per hour (full time)	Healthcare	Bonus Life insurance
Samson Trucking	\$51.5-64.1K yearly (full time)	Healthcare Retirement Paid Time Off	
Honolulu Freight Service	\$22-27 per hour (full time)	401k Healthcare Paid leave	Driver incentive program
Saia & Sons	\$24 per hour	Healthcare	
White Cap	\$21+ per hour (full time)	401k Healthcare Paid time off	Bonus Pay
Griffin Express Inc.	\$22.01 per hour (full time)	Healthcare Paid time off	Paid Orientation Paid Training

Army & Airforce Exchange Service	\$20.25+ per hour (full time)	401k Healthcare Paid time off	Paid orientation Tuition Reimbursement Health Savings Account Life insurance Parental Leave
Matheson	\$19.44-21.61 per hour (full time)	Healthcare Paid time off	Paid Orientation Paid Training
J.R. Simplot Company	\$26+ per hour (full time)	401k Healthcare Paid Time Off	Signing Bonus Health Savings Account Life Insurance
Ed Yamashiro Inc.	\$20-30 per hour (full time)	Healthcare Paid Time Off	Employee Discount Profit Sharing
H Mart	\$15.80-25 per hour (full time)		
Hawaii Ice Company	\$24+ per hour (full time)	401k Healthcare Paid Time Off	Bonus Pay Referral Program Life Insurance
Odyssey Logistics & Technology Corporate	\$41.6-52.6K per year (full time)	401k Healthcare	Vendor Discounts Flex Spending Account Health Savings Account
Hawktree International	\$21-24 per hour (full time)		
Island Topsoil	\$18-27 per hour	401k Healthcare Paid Time Off	Flex Spending account
Travel Plaza Transportation, LLC	\$32.9-41.7K per year (full time)		
HPM Building Supply	\$42.5-53.9K per year (full time)	Healthcare	Employee Stock Ownership Flex Spending Account
Purestar Group	\$23 per hour (full time)	401k Healthcare Paid Time Off	Tuition Reimbursement Flex Spending Life Insurance
Aloha Trucking, Inc.	\$18-28 per hour (full time)	401k Healthcare Paid Time Off	Year end bonuses Health Savings Account Profit sharing
Wismettac Asian Foods Inc.	\$33.1-41.9K per year (full time)		

Big School Bus Driver

In addition to the requirements for a class A CDL license, school bus drivers must obtain the following credentials (per <https://hidot.hawaii.gov/highways/files/2012/12/HAR19-143.pdf>):

- P and S endorsement
 - ELDT Training (1st time only and/or did not complete prior to getting CDL)
 - Pre-trip, skills test, road test

*Please note not all the tests above cannot be taken at the same time. They must be taken separately with a mandatory wait time in between tests and applicable fees applied per test.

- Pass a background check (*For context: In June 2022, we had 44 applications and 15 cleared the required background check*)
- Have a minimum of 1 year of driving experience
- 20+ hours of online training courses specific to school bus/student safety
- Annual review of driving abstract

Current School Bus Driver Opportunities:

Snapshot as of August 2022. Company names are hidden to protect private data.

Company	Wage	Benefits	Extras
Contractor A	\$25-28 per hour (part time and full time)	Healthcare Retirement	Hiring bonus Employee referral Annual bonus
Contractor B	\$22-28 per hour (part time and full time)	Partial healthcare Partial retirement	Hiring bonus Employee referral
Contractor C	\$22-30 per hour (part time)	Partial healthcare Partial retirement	None
Contractor D	\$22-25 per hour (part time)	Partial healthcare	None
Contractor E	\$22-25 per hour (part time)	Partial healthcare	None

Resources:

Hawaii CDL Handbook: <https://driving-tests.org/hawaii/hi-cdl-handbook/>

ELDT Training: <https://www.fmcsa.dot.gov/registration/commercial-drivers-license/entry-level-driver-training-eldt>

Hawaii CDL Application: <https://hidot.hawaii.gov/highways/files/2021/10/CDL-Application-Form-2021-08-03-Public-Use.pdf>

Detail on endorsements on CDLs: <https://www.fmcsa.dot.gov/registration/commercial-drivers-license/drivers>



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2380
HONOLULU, HAWAII 96804

OFFICE OF FACILITIES AND OPERATIONS

May 31, 2022

CONFIDENTIAL

TO: Keith T. Hayashi
Interim Superintendent

THROUGH: Randall M. Tanaka ^{RT}/_{RT}
Assistant Superintendent

FROM: Emily H. Evans ^{ee}/_{ee}
Administrator, Student Transportation Services Branch

SUBJECT: Student Transportation Services Branch 2024 Request for Proposal Pricing Notification

The purpose of this memorandum is to provide Hawaii Department of Education (HIDOE) Leadership with information regarding necessary increases to the Student Transportation Services Branch budget beginning in the budget fiscal year 2024-2025 due to the statewide Request For Proposal for school bus contracts combined with the projected increase in demand for home – school – home service.

Student Transportation Contracts: Fiscal History

Currently, HIDOE has 22 school bus contracts that provide 100% of the state’s home – school – home student transportation services. These contracts have been in place for the last 7-10 years respectively. A detailed breakout of the school bus contract dates and rates can be found in the attachment.

The 7-10 year time of performance on these contracts has played a pivotal role in rate protection for HIDOE, allowing us predicable consistency in our year over year budget needs. The chart below outlines annual spending from 2018 to date.

Budget Fiscal Year	Annual Bus Contract Spend
2018	\$57,714,192
2019	\$59,945,298
2020	\$62,605,161
*2021	\$55,779,501
**2022 (Projected)	\$59,333,483

Annual price escalators in the current contracts included an annual Consumer Price Index increase that ranged from 1% - 3% over the years as well as fuel adjustment compensation when fuel costs rose above a predetermined threshold.

**School year 2021-2022 annual spend was impacted by the school shutdown due to the pandemic.*

***School year 2022-2023 annual spend was impacted by severe driver shortages.*

Student Transportation Contracts: Fiscal Future

The Student Transportation Services Branch endeavors to reach the following goals with the next round of contracts:

- 1) Ensure HIDOE has access to and implements the latest technologies focused on improving student safety;
- 2) Meet or exceed capacity demands;
- 3) Create an environment for greater availability and competitive pricing for field-trip and all other extracurricular activity transportation needs;
- 4) Provide another 7-10 year rate protection plan (2024 – 2034);
- 5) Provide support structures to assist contractors with transitioning to zero emission fleets; and
- 6) Align service areas as closely to existing complex area boundaries as possible in an effort to control cost by complex.

We predict that pricing for services will be significantly to substantially greater than current levels. We believe HIDOE Leadership should anticipate a median cost of approximately \$600 per bus, which represents a 25% increase over the current average cost. This is attributed to, but not limited to the following factors:

- 1) Protection from inflation over the last 7-10 years;
- 2) Lack of Public Utilities Commission regulation over the student transportation industry;
- 3) Local competitive rates for Class A Commercial Driver's License drivers; and
- 4) The high upfront costs of transitioning to zero emission fleets.

For questions regarding this information, please contact Emily Evans, Administrator, Student Transportation Services Branch, at (808) 784-6851 or emily.evans@k12.hi.us.

EE:ee
Attachment

c: Brian Hallett, Assistant Superintendent and Chief Financial Officer, OFS

Island	Cluster	Contract	Contractor	Contract Started	Starting Daily Rate	Contract Expires	Daily Rate as of SY22-23	Notes
Hawaii Island	1 - North HI	CF-10004	Roberts	6/1/2015	\$475	6/30/2024	\$606	Includes increase for driver differential pay.
Hawaii Island	2 - East HI	CF-10005	Roberts	6/1/2015	\$440	6/30/2024	\$501	
Hawaii Island	3 - South HI	CF-10006	Akita	6/1/2105	\$412	6/30/2024	\$473	
Hawaii Island	4 - Southwest HI	CF-10007	Iosepa	6/1/2015	\$486	6/30/2024	\$620	Includes increase for driver differential pay.
Hawaii Island	5 - West HI	CF-10008	Roberts	6/1/2015	\$440	6/30/2024	\$562	Includes increase for driver differential pay.
Kauai	1 - Waimea	COF-1008	Yamaguchi	7/1/2017	\$348	6/30/2024	\$388	
Kauai	2 - Kapaa	COF-1009	Akita	7/1/2017	\$361	6/30/2024	\$403	
Kauai	3 - Kauai	COF-1010	Akita	7/1/2017	\$368	6/30/2024	\$410	
Molokai	1 - EW Molokai	CF-10009	Dudoit	7/29/2015	\$425	7/30/2025	\$484	
Molokai	2 - Lower Central Molokai	CF-10011	Spencer	7/29/2015	\$410	7/30/2025	\$467	
Molokai	3 - Upper Molokai	CF-10010	MTA	8/1/2016	\$390	7/30/2025	\$444	
Maui	1 - Kekaulike	COF-1004	Roberts	7/1/2017	\$480	6/30/2024	\$544	
Maui	2 - Baldwin	COF-1005	Ground	7/1/2017	\$422	6/30/2024	\$470	
Maui	3 - Lahaina	COF-1006	Ground	7/1/2017	\$474	6/30/2024	\$528	
Maui	4 - MHS	COF-1007	Ground	7/1/2017	\$412	6/30/2024	\$459	
Oahu	1 - North Shore	FO-13021/COF1082	Roberts	7/1/2014	\$399	6/30/2024	\$459	
Oahu	2 - Central Oahu	FO-13022/COF1083	Roberts	7/1/2014	\$356	6/30/2024	\$410	
Oahu	3 - Windward	FO-13023/COF1084	Roberts	7/1/2014	\$399	6/30/2024	\$459	
Oahu	4 - Honolulu	FO-13024/COF1085	Roberts	7/1/2014	\$382	6/30/2024	\$439	
Oahu	5 - HAP	FO-13025/COF1086	Ground	7/1/2014	\$418	6/30/2024	\$481	
Oahu	6 - Ewa	FO-13026/COF1087	Ground	7/1/2014	\$418	6/30/2024	\$481	
Oahu	7 - Leeward	FO-13027/COF1088	Ground	7/1/2014	\$425	6/30/2024	\$489	

Total	\$10,577
Average	\$480.77
Projected Increase	25%
Projected Average for BFY 24-25	\$600.97

37712 AUXILIARY SERVICES

REF 7821

SERVICE CONTRACTS COST INCREASES AND LOCATION INCREASES

Detailed Justification of Request

- a. Service contracts provide essential services to 263 schools, 4425 buildings, and 20.7M square feet of space. New schools and new buildings increase the number and frequency of service vendor visits to schools.

- b. Service contract vendors include those related to: Fire Alarm Systems, Master Clocks, and Program Signal Systems; Pest Management Products; Photovoltaic (PV) Systems; Energy Efficiency Data Integration Platform; Grease Trap; Backflow Prevention; Reg Tree Trimming; Pump & Piping Systems; Refuse; Air Conditioning & Exhaust & Ventilating Fans; Air Conditioning; Portable Fire Extinguishers & Other Fire Suppression Systems; Fire Hydrant Service; Courier Service; Coconut/Palm Tree Trimming; Refuse & Recycling; Scan, Duplicate & Distribute Construction Bids; Wastewater Systems; AC Controls; Mass Messaging; Septic Waste System; Generators; Elevator; Electronic Procurement Management System; IT System Support; Various Schools Statewide Mitigation of Volcanic Impacts; and Hazardous Materials Removal.

- c. Service contracts cost increases each year. Increases will be significant for FY 2023-24 due to COVID supply chain disruptions.

- d. Without FY 2023-24 increases, DOE is unable to pay current fiscal year services. At the moment, DOE must pay for current fiscal year services using the next fiscal year's appropriations and allotments.

Impact Statements

Without this funding, there will be a reduction in the frequency of services for our schools, specifically trash pickup, tree trimming, and AC maintenance.

18453 FEDERAL REVENUE MAXIMIZATION PROGRAM

REF 7825

INCREASE APPROPRIATION CEILING FOR MEDICAID REIMBURSEMENT REVENUE GROWTH

Detailed justification of Request

-Description of your request.

The Medicaid Reimbursement Section requests an increase to the current appropriation ceiling. The amount of the ceiling increase request is based on projected revenue of about \$4,700,000 for the Department's Medicaid claims in FY 2022.

The Department submits claims to the state Medicaid agency, the Department of Human Services Med-QUEST Division (DHS Med-QUEST), for covered services that eligible Special Education students receive at school pursuant to their Individualized Education Program (IEP), and for allowable administrative costs. Improvement and expansion of both the Direct Service Claiming (DSC) program and the Medicaid Administrative Claiming (MAC) program to maximize federal reimbursement is ongoing, and revenue is projected to increase year after year. Medicaid reimbursement revenue for both DSC and MAC is expected to exceed 5,000,000 in FY 2023.

In July 2021, then-Assistant Superintendent Heidi Armstrong of the Office of Student Support Services and members of the Medicaid Reimbursement Section held meetings with legislators including Senators Donovan Dela Cruz and Michelle Kidani, as well as Chair of the House Education Committee Representative Justin Woodson and Chair of the House Finance Committee Representative Sylvia Luke, to discuss progress made in the Department's Medicaid reimbursement programs since the development of the section in response to Senate Concurrent Resolution 81 (SCR81). This progress includes the following:

- An increase of students with the parental consent documentation required to claim, from 400 students in January 2019 to 10,474 students in June 2022.
- The Random Moment Time Study (RMTS) was implemented as part of the methodology to calculate the allowable administrative costs for MAC, beginning with the Central District in April 2021, and expanded statewide in October 2021.
- In FY 2020, the Department's Medicaid reimbursements from the DSC program had a net total of \$341,354.28. In FY 2021, the net total was \$701,099.11. In FY 2022, the net total was \$1,720,954.52.
- The Department submitted its first MAC claims in May 2022, totaling \$553,842.69. The projected total MAC reimbursement for all of FY 2022 is \$3,000,000.

With the Medicaid Reimbursement Section's growth in revenue, growth in the number of students with documented parental consent, introduction of the administrative claiming program, facilitation of an ongoing Random Moment Time Study (RMTS), and development of a program

integrity team to ensure compliance of the Department's claiming activities with all federal and state Medicaid standards, policies, and regulations, the reimbursement revenue received in FY23 and beyond are anticipated to exceed the existing appropriation ceiling.

-Background/Justification.

1. **What challenge or opportunity does your request address or solve, and why does it need to be addressed?** As the Medicaid claims for the Department have increased, the obligations for state share payments to DHS Med-QUEST and claims processing costs to the claims processing agent have also increased.
2. **What is the proposed solution?** Increasing the appropriation ceiling for federal reimbursement will assist the Department and B&F by reducing the need for multiple allocation requests throughout the year as reimbursements are received, and allow the program to report a true and accurate balance of funds received.
3. **What amounts of funding and resources are already being used to address this need?** This program is self-funded using a portion of the Medicaid reimbursement revenue received by the Department.
4. **What resources are required for the proposed solution?** Not applicable.
5. **Describe how successful outcomes will be measured.** Measurable outcomes would be the timely receipt of Medicaid reimbursement revenue, and timely disbursement of funds for program obligations.
6. **Identify feasible alternatives?** Not applicable.
7. **What would be the consequences of doing nothing?** As the amount of Medicaid reimbursements continues to increase, the amount required for the state share portion paid to DHS Med-QUEST will also increase. If the Department does not have adequate ceiling available to pay the state share portion of Medicaid reimbursements, Medicaid reimbursement revenue will be held by DHS Med-QUEST. This will create a delay in the receipt of revenue for the Department.

Impact Statements

Denial of this request will pose a risk and hardship to the Department in receiving, tracking, and disbursing federal Medicaid reimbursement revenue.

37663 ENVIRONMENTAL SERVICES

REF 7827

SOIL MITIGATION - BIG ISLAND SCHOOLS

Detailed Justification of Request

The Environmental Services Unit (ESU) has conducted a soil survey at 23 East Hawaii Island schools. Soil contaminated with lead, arsenic, or organochlorine pesticides, primarily in building perimeters, was identified at 18 of 23 schools.

The FY23 budget (Governor's budget EDN400) allocated \$500,000 to mitigate the highest priority locations: those with the highest level of contamination ("Category D" exceeding the commercial/industrial environmental action level), at elementary schools (young, more vulnerable population), in high activity areas, with poor ground cover ... in other words, heavily contaminated soil that is directly accessible by elementary school students. The six highest priority locations exist at four elementary schools: Kalaniana'ole EI, Haaheo EI, Kapiolani EI, and Kaumana EI.

The current request is to address the next fifteen (15) highest priority sites, at nine schools, including twelve "Category D" sites and three "Category C" (exceeding the unrestricted use environmental action level). These include Category D soils at DeSilva EI, Hilo Union EI, Keaukaha EI, Hilo Inter, Waiakea Inter, Hilo High and Pahoa High & Inter, as well as Category C soils at DeSilva EI, Kalaniana'ole EI, and Kapiolani EI.

ESU commissioned an engineering analysis of remedial alternatives and consulted with school administrators to identify the preferred mitigation strategies. The mitigation measures proposed for these locations include removal and replacement of contaminated soil, as well as concrete drainage improvements. The engineering analysis provided estimated mitigation costs, which are the basis for this request.

Impact Statements

Remediation of contaminated soil at the affected schools will eliminate the risk of exposure by students & staff to chemical contaminants (e.g., lead, arsenic, chlordane). If the request is denied or reduced, there will be ongoing risk of exposure, potentially affecting the health & safety of students and staff. Existing Environmental Hazard Management Plans (EHMPs) call for interim measures to avoid direct contact with contaminated soils; however, the EHMPs also rely upon school staff to implement protective measures. A better long-term solution is to remove the potential hazard, with the goal of eliminating the health hazard, potential liability claims against the Department, and issuance of a "no further action" letter from the Department of Health.

30800 COMMERCIAL ENTERPRISES REVOLVING FUND

REF 7834

REVOLVING FUND CEILING TO SUPPORT COMMERCIAL ENTERPRISES AT SCHOOLS

Detailed Justification of Request

The Commercial Enterprises Revolving Fund was established pursuant to Act 145, SLH 2022 (SB2081) to provide schools with an account to deposit and expend funds generated from commercial enterprises. The ceiling for the revolving fund will need to be increased to accommodate the increasing number of commercial enterprises starting in schools. In school year 2021-2022, there were two pilot schools that created commercial enterprises. In school year 2022-2023, The Department anticipates an increase to approximately 10 schools based upon inquiries and interest for starting commercial enterprises. Schools are estimated to be depositing no more than \$50,000 for each commercial enterprise. This was how the request for a \$500,000 ceiling was determined. As more schools create commercial enterprises, there may be a need for other increases in the future.

All schools with established commercial enterprises are required to deposit and expend their profits into and from the Commercial Enterprises Revolving Fund. If the funding ceiling is not increased, schools will not be able to deposit and expend funds. This will impact the schools' ability to operate their commercial enterprises.

Impact Statements

If the funding ceiling is not increased, schools will not be able to deposit and expend funds generated by commercial enterprises. This will impact the schools' ability to operate commercial enterprises within their schools.

37710 FACILITIES DEVELOPMENT

REF 7835

**TRANSFER-OUT POSITIONS FROM EDN400/OC (FACILITIES DEV) TO EDN400/OJ
(ENVIRONMENTAL SVCS)**

Detailed Justification of Request

In order to address areas of need within the Office of Facilities and Operations (OFO), requesting the transfer of one position from the Facilities Development (EDN400/OC, ProgID 37710) to the OFO Environmental Services Unit (EDN400/OJ, ProgID 37663). This is a cost-neutral request.

This request will align budget information with personnel changes required over the past year. A Facilities Planner position was transferred to oversee the Unit and program. OFO did not previously have a supervisor managing the unit, but the unit is critical to ensuring student safety relating to a variety of issues including asbestos, lead, air quality, soil contamination, etc.

Impact Statements

If the request is denied, budget information will continue to be misaligned with personnel changes needed to address the critical needs that OFO supports relating to student safety.

12642 RESOURCES FOR NEW FACILITIES-REG EDUC
REF 7838
REQUEST FOR NEW PROJECTS FY24

Detail Justification of Request

\$4,000,000 is requested to fund new and/or repurposed classrooms/buildings that will become operational in the next fiscal year

Impact Statements

If the request is denied, there will be no source of funding to adequately furnish and equip new buildings/facilities with the necessary components to fully operate.

Attachments

ProgID 12642 - Resources for New Facilities -General Funds FY24 initial Budget Request List		
School	Project	Estimated Budget
Upcoming Projects - Construction Completion Date dependent on permitting timeline		
Campbell High	Track, Field and Other Improvements	\$40,000
Dole Middle	Covered Learning Center	\$40,000
Haaheo Elem	Multi-Purpose Building	\$200,000
Iao Inter	NEW CLASSROOMS IN OLD CAFETERIA	\$80,000
Kahului Elem	F-Replacement Classroom Bldg	\$120,000
Kaiser High	GATHERING PLACE	\$20,000
Kaleiopuu Elem	Cafeteria Renovation & Expansion	\$80,000
Kanoelani Elem	Cafeteria - Expansion-Renovation	\$80,000
Kaohao Elem PCS	Cafeteria - new or exp renov	\$80,000
Kealakehe Elem	Classroom Building	\$200,000
Kekaulike High	Baseball and Softball Complex	\$40,000
Kohala Middle	Covered Playcourt	\$15,000
Kula Elem	Agriculture & Science Facility	\$20,000
Maui High	Girls Athletic Locker Room and Other Facilities	\$20,000
Millilani High	Girls Athletic Facilities, Phase 2	\$20,000
Mokapu Elem	Campus Improvements (Phase 1)	\$1,000,000
Paia Elem	Classroom Building	\$200,000
Radford High	Girls Athletic Locker Room	\$20,000
Red Hill Elem	Covered Playcourt - Phase 2	\$15,000
Roosevelt High	Gymnasium	\$100,000
Waianae High	Girls Athletic Locker Room	\$20,000
Waipahu High	Girls Athletic Locker Room	\$20,000
Webbing Elem	Administration-Library Building - Expand-Renovate	\$80,000
Position Related Furniture		\$300,000
Renovation Related Furniture		\$500,000
Contingency (FY23 projects not yet out to bid but completion before end of 2024)		\$690,000
		\$4,000,000

ProgID 12642 - Resources for New Facilities -General Funds FY25 initial Budget Request List		
School	Project	Estimated Budget
Future Projects - List may vary due to Permitting timelines		
August Ahrens Elementary	New Classroom Building	\$200,000
Dole Middle	Covered Multipurpose Learning Space	\$40,000
Dole Middle	STEM Learning Lab	\$20,000
Kaimuki High	New Auditorium Restrooms and Campus Renov.	\$20,000
Kaimuki High	Girls Athletic Locker Room	\$20,000
Kapolei High	Classrooms Renovation Phase 2	\$500,000
Kekaulike High School	Black Box Theater	\$200,000
Kihei High	New School, Phase 4	\$300,000
Mau Com. Sch. for Adults	New Facilities at Maui High	\$150,000
Pahoa High & Intermediate	Girls Athletic Locker Room	\$20,000
Roosevelt High	Music Facilities	\$60,000
Shafter Elementary	Replacement School	\$800,000
Waianae High	Marine Science Center	\$50,000
Wheeler Elementary	Replacement School	\$800,000
Position Related Furniture		\$200,000
Renovation Related Furniture		\$400,000
Contingency (FY24 projects not yet out to bid but completion before end of 2025)		\$220,000
		\$4,000,000

28178 SECTION 504 IMPLEMENTATION

REF 7839

TRANSFER-IN ED SPECIALIST POSITION FROM EDN150/YG (15179) TO EDN150/VA (28178)

Detailed justification of Request

Description. Currently, the Section 504 Educational Specialist position (Pos# 76186) is funded under the Exceptional Support Branch but in different Sub-Org codes. To ensure the Section 504 Educational Specialist has direct access to their supervisor, the Exceptional Support Branch requests that the position be transferred from Sub-Org YG to VA.

Background. Section 504 of the Rehabilitation Act of 1973 (Section 504), is a federal civil rights law that prohibits discrimination against qualified individuals with disabilities in agencies or programs that receive federal funding, such as the Department and charter schools. Additionally, Chapter 8-61 of the Hawaii Administrative Rules (HAR), guarantees that the Department provides an equal educational opportunity to students with disabilities enrolled in the Department's public schools in Hawaii, regardless of the nature or severity of their disability. These federal and state laws and regulations provide a broad spectrum of protection against intentional or unintentional discrimination, bullying, or harassment of qualified students with disabilities and their families based on the students' disabilities.

The Exceptional Support Branch's (ESB) Section 504 Educational Specialist provides technical assistance and training to districts, complex areas, schools, cooperating agencies, and parents on providing access and the prevention of discrimination against students with disabilities.

Justification:

1. **What is the need?** Due to Pos# 76186 being funded by ProgID 15179 (Services for Children with Autism) and not ProgID 28178 (Section 504 Implementation), the position does not align directly with the function of their duties and responsibilities.
2. **What is the proposed solution?** By transferring the position, it will then align with the duties and responsibilities as stated in their job description.
3. **Identify feasible alternatives?** None.
4. **What would be the consequences of doing nothing?** By not transferring the position, the position would have organizational issues that may negatively impact the program as their duties and responsibilities are isolated to ensure the supports and services needed to access and progress in the general curriculum, in the least restrictive environment (LRE), are available to all students with Autism Spectrum Disorder(ASD), rather than providing access and the prevention of discrimination against students with disabilities.

Impact Statements

If this transfer is denied, the position's appropriation information will continue to be misaligned with the Department's current Plan of Organization.

23001 WORKERS COMPENSATION

REF 7840

\$10M DOLLAR SHORTFALL FOR WORKERS' COMP

Detailed Justification of Request

Description:

The Workers' Compensation (WC) Unit within the Office of Talent Management (OTM) seeks an additional \$10,000,000 to pay statutorily mandated WC benefits for eligible, work-injured Hawaii State Department of Education (Department) employees, students, and volunteers for FY2024.

Background:

Chapter 386 and Sections 302A-430 and 302A-440 of the Hawaii Revised Statutes, and Title 12, Chapter 10, 14, and 15 of the Hawaii Administrative Rules, mandate WC benefit coverage and payments. The statutes provide for penalties when payment is not made in a timely manner. These requested funds are needed to ensure that all eligible Department employees, students, and volunteers are provided with WC benefits and all schools, complex area, and State offices are provided the technical services related to WC.

The WC Unit supports BOE Policy 1110-6 (Health, Wellness, and Safety) to help provide a safe, healthy work and learning environment that is conducive to student and employee well-being; and the Department Strategic Plan, Goals 2 and 3.

Justification:

a. What is the need?

The WC Program is requesting additional funding to cover the difference between actual costs and the appropriated budget, which has not been increased for years. FY2022 actual costs were approximately \$20,655,334.

The cost of mandated WC benefits and ancillary services continues to increase based on inflation and other factors such as the rising WC costs of medical treatments and medication, including repackaged drugs, physician-dispensed pharmaceuticals, topical medication, statutory increase in maximum disability rate and new legal requirements, all of which are outside the Department's control. Medical payments account for approximately 56% of the total WC payments. Based on the Hawaii Supreme Court decision in November 2015, the Supreme Court ruled that the "reasonable and necessary" standard of medical rehabilitation is stricter than what is allowed per section 386-24, HRS. The new allowable standard, "reasonably needed", allows for the "greatest possible medical rehabilitation" absent substantial evidence to the contrary. Medical treatment can no longer be terminated unless the new "reasonably needed" standard is exceeded, causing extensions of medical treatment that were not previously eligible for payment. The Department has already been impacted by adverse

decisions based on the new standard that has begun to increase overall costs and we anticipate a continuous cost increase over the next two years.

b. What is the proposed solution? The OTM WC Unit continues to examine and implement responsible practices to contain WC costs; however, the proposed solution is to obtain funds to cover the increase in WC costs.

c. What amounts of funding and resources are already being used to address this need? The total funding available for WC benefits for FY2024 is around \$12 million.

d. What resources are required for the proposed solution? Additional general funds of \$10,000,000 are requested to cover the shortfall, including shortfall in wage loss and medical benefits.

e. Describe how successful outcomes will be measured. Medical payments and other WC benefit costs will be paid on a timely basis. This will reduce the potential for penalties, fines, complaints, and billing disputes.

f. Identify feasible alternatives? Without additional funding, the Department will have to direct funds from other important uses to cover the shortfall.

g. What would be the consequences of doing nothing?

1. Medical benefits for work-injured employees would be untimely, which would affect their medical progress, and thereby increasing the lost time/disability days and cost for substitute employees;
2. Some medical services and other providers would cease doing business with the Department;
3. Employees would not be returned to work in a timely manner which would ultimately affect student learning; and
4. The Department would be subject to WC fines for non-payment or untimely payment of WC benefits due.

Impact Statements

1. Medical benefits for work-injured employees would be untimely, which would affect their medical progress, thereby increasing the lost time/disability days and cost for substitute employees;
2. Some medical services and other providers would cease doing business with the Department;

3. Employees would not be returned to work in a timely manner which would ultimately affect student learning; and

4. The Department would be subject to WC fines for non-payment or untimely payment of WC benefits due.

B1121 STUDENT HEALTH AND WELL-BEING
REF 7844
ADD 3.0 PERM FTE FOR HEALTH AND PE

Detailed Justification of Request

What challenge or opportunity does your request address or solve, and why does it need to be addressed?

Children's health is important to overall achievement in school. Research shows that mental, emotional, and physical health are associated with increased student achievement (CDC, 2022a; IOM, 2013). The association of health with student achievement is significant considering the continual rise of obesity in Hawaii's childhood population, with 30.8% of high school students being overweight and obese. This number is significantly higher among our Native Hawaiian and Pacific Island youth (43.5%) (YRBSS, 2019). These statistics are alarming given that childhood obesity tracks into adulthood and causes a greater risk for comorbidities later in life, including diabetes, heart disease, stroke, hypertension, and others (CDC, 2022b). Mental health challenges have increased throughout the COVID-19 pandemic (State of Hawaii, 2022), and youth obesity rates have increased by as much as 39.6% in Hawaii since the beginning of the pandemic (RWJF, 2022).

The Centers for Disease Control and Prevention (CDC) recommends that children and adolescents engage in 60 minutes or more of moderate to vigorous physical activity daily. According to the 2019 Youth Risk Behavior Survey (YRBS), only 17.1% of Hawaii high school students reported being physically active for at least 60 minutes daily, as recommended by the CDC. This is a significant decrease from 19.6 %, which was reported two years prior on the 2017 YRBS. While the 2021 YRBS results are not yet available, there is a good chance this number has decreased further due to the COVID-19 pandemic.

A National Association of State Boards of Education Policy Update, Vol. 28, No. 5, November 2021, titled Reengaging Students through Physical Activity, states that "schools are in a unique position to support students' health and emotional well-being. Providing multiple opportunities for all students to participate in physical activities that are age and ability appropriate and enjoyable is key." The Hawaii Multi-tiered System of Support (HMTSS) includes four key domains (i.e., academic, behavioral, social/emotional, and physical). Quality standards-based Health Education and Physical Education are a large component of Tier 1 or primary instruction, and evidence-based support is provided to all students. Additional resources and professional development opportunities are needed to support schools in effectively addressing the Physical Domain of HMTSS.

The HIDOE wellness guidelines implement BOE Policy 103-1 (Health and Wellness) and fulfill the requirements of Public Law 108-265 Section 204 and the Healthy Hunger Free-Kids Act (2010). The HIDOE wellness guidelines contain two goals for health education (e.g., instructional content of health education classes includes a focus on knowledge and skills that support healthy eating and is aligned with the HIDOE Standards for Health Education), six goals

for Physical Education (e.g., at least 50% of physical education class time is dedicated to moderate to vigorous physical activity), and six goals for Physical Activity (e.g., students are provided with physical activity breaks at least every 60 minutes). These requested positions will provide additional support for the wellness guidelines related to Health Education, Physical Education, and Physical Activity.

Standards-based Health Education and Physical Education promote the health and well-being of school-aged children and youth. As we recover from the COVID-19 pandemic and look to improve students' academic achievement and well-being, it is important that we educate the whole child through a well-rounded education. Healthy students are better learners, and support for standards-based Health Education and Physical Education will help students develop the necessary skills, knowledge, and experiences to address their current and future health and well-being.

What is the proposed solution?

Establishing two permanent 10-month State Office Teacher positions and one Secretary I position for Health and Physical Education will help address the challenge of improving children's mental, emotional, and physical health. The focus of these positions will be the development of resources, planning, and facilitating professional development opportunities for school staff to support the implementation of standards-based health education, physical education, and the HIDOE wellness guidelines.

What amounts of funding and resources are already being used to address this need?

One Secretary I position (Pos# 58605) is currently funded as a temporary position pursuant to section 302A-1116, HRS.

One 10-month State Office Teacher position (Pos# 605299) is currently being funded through the Department of Health contract for the Healthy Hawaii Initiative Program (Prog ID 16719).

What resources are required for the proposed solution?

One Secretary I and two 10-month State Office Teacher permanent positions to support Health Education and Physical Education.

Describe how successful outcomes will be measured.

Data from the Youth Risk Behavior Survey, School Health Profiles Survey, Safety and Wellness Survey, participant feedback from professional development opportunities, and an annual report of services provided by the resource teacher positions will be utilized to measure the effectiveness of the positions.

Identify feasible alternatives.

There is no feasible alternative to this request as the requested positions would expand the capacity of the current standards-based Health Education and Physical Education programs.

What would be the consequences of doing nothing?

If this request is denied, there will be fewer resources, professional development opportunities, and activities to support standards-based health education, physical education, and the HIDOE wellness guidelines. This will likely result in lower quality and quantity of Health Education and Physical Education instruction for students, which is desperately needed as the mental, emotional, and physical health of students has worsened as a result of the COVID-19 pandemic.

Impact Statements

Healthy students are better learners. Research shows that healthy students demonstrate better academic achievement (e.g., higher class grades and standardized test scores), education behaviors (e.g., better attendance, fewer behavioral problems at school), and cognitive skills and attitudes (e.g., better concentration and memory).

Health Education and Physical Education are essential to developing healthy students. Health literacy is a strong predictor of an individual's health and wellness (Ad Hoc Committee, 1999; Michael, 2015). Health-literate individuals are able to find, understand, and use information and services to inform health-related decisions and actions for themselves and others (ODPHP, 2020).

Students develop the skills, knowledge, and confidence to be physically active through standards-based physical education. Physical activity provides many known benefits (e.g., reduced chance of obesity, reduced feelings of depression and anxiety, improved attention).

If this request is denied or reduced, there will be fewer resources, professional development opportunities, and activities to support standards-based health education, physical education, and the HIDOE wellness guidelines. This will likely result in lower quality and quantity of Health Education and Physical Education instruction for students, which is desperately needed as the mental, emotional, and physical health of students has worsened as a result of the COVID-19 pandemic.

18050 ESSA 21ST CCLC FORMULA

REF 7847

REQUESTING TO INCREASE THE CEILING BY \$500,000 TO REFLECT THE CURRENT GRANT AWARD.

Detailed Justification of Request

The Nita M. Lowey 21st Century Community Learning Centers (21CCLC) program is authorized under The Elementary and Secondary Education Act (ESSA) Title IV Part B Catalog of Federal Domestic Assistance (CFDA) number 84.287C. Federal awards must be used in accordance with all State and Federal statutes, regulations and the terms and conditions of the Federal award. Subgrantees must follow fiscal requirements found in the Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance.

(<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>)

Applications for the 21CCLC grants are competitive in nature. Applications are released by HIDOE based on the availability of funds. Subgrant applications are reviewed and scored by a Peer Review Panel selected by the HIDOE Community Engagement Branch based on the criteria outlined in the Request for Applications. Awards are announced at the conclusion of the scoring process. All awards are subject to availability of federal funds.

The current annual award is \$6,319,398, with an average annual increase of \$100,000. Increasing the ceiling will allow access to the full award amount and appropriate distribution for program implementation.

Impact Statements

If this request is denied or reduced, the Department will not have the ability to obligate, distribute, and draw down from the federal grants management system (also known as the G5) the entire year's grant award because the current ceiling is below the annual grant award amount. HIDOE's performance in administering these programs and supporting the subrecipients with making timely obligations, so that the beneficiaries of the programs receive the important services these programs provide, will be impacted negatively. Unprecedented circumstances from COVID-19 serves as evidence of HIDOE's need for OST programming. Funds available to support students and families but that are not accessible due to a denied or reduced ceiling threshold may result in future award amounts being decreased and other federal awards impacted.

B1034 VIRTUAL SCHOOL

REF 7849

ADD 43.0 PERM FTE AND FUNDS FOR THE STATE DISTANCE LRNG PRGM INCLUDING KAIAPUNI (HWN LNG IMMRSN)

Detailed Justification of Request

This request is to seek permanent funding for the State Distance Learning Program (SDLP). The SDLP currently serves over 200 students across the state in Kindergarten through 12th grade. The program partners with schools to provide a distance learning option for students whose families request it.

Although the focus of the program is to provide distance learning options for students, there are other areas where SDLP is working to support a variety of educational priorities across the department. Those educational priorities include the following:

- Provide more students access to expanded courses across the state. SDLP provides the Department with the flexibility to offer courses and learning opportunities to students in rural areas and smaller schools that otherwise would not be available to them. Some of the courses that the program is working to create and bring online for any school to utilize include:
 - Elementary Computer Science
 - 4th grade Hawaiian Studies
 - Elementary Physical Education, Health, Art, Music
 - Advanced Placement Music
 - Gifted and Talented Support
 - Development of a complete Hawai'i-focused K-12 Open Educational Resources (OER) curriculum that is aligned to Hawai'i state standards and designed with a focus on relevance and engagement for all students in the state.
- Serve as a hub of innovation. The SDLP would serve as the Department's hub of innovation, where elements of virtual education may be infused through in-person learning or school/complex area distance learning programs. This site would serve as a laboratory for virtual curriculum development, effective virtual instruction and assessment strategies, meeting students' social and emotional needs in a virtual setting, and building a sense of community online.
- Migrate high-quality online units and courses created by teachers during the pandemic to the Canvas Commons, a sharing repository in the state's new Learning Management System (LMS). Since the return to face-to-face instruction, those courses are housed in individual teachers' Google Classrooms and are not accessible to others. The SDLP would help to move those courses to the Canvas Commons, making them accessible in both the virtual environment and in face-to-face instruction to all teachers. For the first time, teachers in the state of Hawai'i would have access to high-quality units and lessons which have been vetted and aligned to standards created by Hawai'i teachers for Hawai'i students.

The program is currently funded by SB 2184 and Elementary and Secondary School Emergency Relief (ESSER) funds. The money allocated to the program is for School Year 2022-2023 only and must be encumbered by June of 2023. ESSER funds will end in June of 2024, leaving the program with no funding source beyond School Year 2023-24. The program is seeking funds during this session to make the program a permanent part of the Department of Education.

The resources needed to make this program permanent mirror those of a brick-and-mortar school in terms of personnel: 3 administrators, 1 curriculum writer, 6 elementary school teachers, 13 secondary teachers, 2 counselors, 1 registrar, 2 academic coaches, 1 SPED teacher, and 1 secretary. The reason for multiple support personnel – such as administrators, coaches, and a curriculum writer – is that these positions not only support the day-to-day operation of the program but also assist with curriculum development, innovation, and migrating curricula into Canvas Commons (learning object repository that enables educators to find, import, and share resources) for use by all teachers and students across the state.

The total supply cost of the program is \$121,368, and the total personnel cost of the program is \$1,806,632

The SDLP will use several methods to measure successful outcomes. For a quantitative analysis of growth for the students who are currently enrolled in the distance learning program, iReady (online program for reading and/or mathematics) scores from the beginning of the year will be compared to the results from the same iReady assessments taken at the end of the year. In addition, Smarter Balanced Assessment (SBA) scores will be reviewed to compare achievement with students across the state. For a qualitative analysis of successful outcomes, students will take the Panorama survey and be interviewed to gain insight into critical areas that measure a program's success, including a sense of belonging, social and emotional well-being, and active participation in the program.

To measure the successful outcomes for the curricular development side of the program, we will use data such as whether the curriculum was developed on time and within budget, whether it met our criteria including alignment with [Quality Matters](#) and Hawai'i State Standards, and the number of teachers and students across the state who accessed the curricular resources through Canvas Commons.

Currently, a number of schools and complexes across the state are facilitating their own distance learning programs. This requires each site to reallocate personnel to meet the needs of a small number of students. By consolidating the distance learning programs into one, we create a cohesive state-wide program with trained faculty, allowing home-based schools to refocus on their in-person students.

In addition, the development of high-quality, Open Educational Resources (OER) online courses for our SDLP program creates an opportunity for significant savings across the state. Once the

SDLP OER courses are approved by the Office of Curriculum and Instructional Design (OCID), schools across the state would be free to use them for both in-person and online learning, eliminating the need to purchase costly curricula from commercial publishers. This could potentially save the Department millions of dollars each year and has the added benefit of statewide access to curricula designed specifically for students in Hawai'i.

Doing nothing is not an option when it comes to distance learning. Education during the pandemic has shown us that we need to be prepared to teach our students from a distance at a moment's notice in response to unforeseen circumstances. But distance learning is not just about emergency response. After conducting [in-depth research](#) on distance learning in the state and across the nation, we found that many parents and students are eager to continue learning online for a variety of reasons, foremost of which is flexibility in time, place, and pace of learning. Virtual learning also allows our students to gain both hard and soft skills in new ways that will prepare them for their successful futures. For the Department to continue to be forward-thinking, our plans must include the support of a robust, rigorous, and flexible distance learning program that is focused not just on emergencies, but also on excellence, for the benefit of all students across the state.

This request is also to seek permanent funding for the State Kaiapuni (Hawaiian Language Immersion) Distance Learning Program. The program has the capacity to serve up to 130 students from grades K-12.

The Department, through the Office of Hawaiian Education (OHE), will use the Kaiapuni distance learning design opportunity provided by the pandemic to prioritize long-standing issues related to the educational infrastructure of Kaiapuni education. OHE will ensure that conditions are in place to allow for schools who would like to opt in for planning at the local school level or into a state level program.

The virtual learning education program shall address student achievement through flexible program design which will allow for:

- A K-12 interdisciplinary approach to curriculum design
- Prioritizing 'olelo Hawai'i learning engagement
- Shared leadership and increased collaboration of Kaiapuni stakeholders
- The fulfillment of the Kaiapuni mission statement which is to:
 - Provide a culturally rich and dynamic learning environment
 - Ensure excellence in the Hawaiian language, culture, history, and ways of knowing
 - Decision-making that empowers students to self-determine success and stewardship

In addition to the design guidance listed above, OHE will also ensure that we are able to address the intent of funding and an alignment to the overall guidance for distance learning in the Department as provided for by the Office of Curriculum and Instructional Design.

As a reflection of the cultural context of the Kaiapuni ‘ohana, OHE expects to act in the same manner.

“ ‘Ohana is an essential part of Hawaiian custom where it is commonplace to see the transference of familial knowledge. The accountability of each member of the ‘ohana to commit to each other, through the eating of poi from a common bowl or through the kuleana that each member bears to ensure the welfare of the ‘ohana, is a large part of what ‘ohana means.” Foundational and Administrative Framework for Kaiapuni Education, HIDOE, 2015

The State Kaiapuni Distance Learning Plan shall take into account the needs of the families and schools as OHE engages with the ‘Aha Kauleo to plan for a Kaiapuni virtual learning program. OHE shall steward the design of the State Kaiapuni Distance Learning program and ensure smooth development, implementation, growth and evaluation steps are taken.

In this effort, the Department expects to achieve the following for education in the Kaiapuni public education system.

- Ensure accessible Kaiapuni distance learning education opportunities.
- Expand availability of varied learning opportunities for all Kaiapuni students.
- Include master practitioners and ‘aina educators to establish Hawai‘i-based learning pathways.
- Set the course to digitally achieve the Kaiapuni vision and mission for Kaiapuni public education students.

“Ua lehulehu a manomano ka ‘ikena a ka Hawai‘i.” Great and numerous is the knowledge of the Hawaiians. (‘ON 2814)

The Department will continue to take advantage of the opportunity provided by ESSER III funding, to reassess the educational infrastructure of Kaiapuni education to navigate towards its vision, mission and goals for Kaiapuni student success. To do so, we must turn to the wealth of knowledge and the sustained resources that make Hawai‘i the unique place that it is. That knowledge and those resources are found in the language, culture, and history of this place and in the hands of those who have carried Hawaii’s Indigenous practice and ways of knowing into the 21st century. To that end, the implementation steps forward elevate these mindsets and shall be visible in the context and design of Kaiapuni education.

As there is a critical shortage of ready-to-use Kaiapuni curricula and resources, securing comprehensive K-12 curriculum Kaiapuni will be on-going and funds shall be used to contract, purchase, develop, design, and/or identify curricula and resources. OHE and contracted partners will curate and host access for all curricular materials. Funds and resources will also be allocated towards Professional Development opportunities for teachers and staff to build capacity and continue to grow and deepen their learning in Hawaiian language, knowledge, culture, history, places and ‘aina-based learning in order to improve Kaiapuni student and

system outcomes. Teachers may be provided stipend and/or substitute days to attend professional development opportunities and/or for collaborative planning and curriculum development.

Impact Statements

The state office will neither be able to sustain a robust statewide virtual learning program, including for Kaiapuni education, depriving students of a mode of learning they may excel in. The Department must be able to provide equitable access to virtual learning to all students statewide, if the program is to be offered. A program limited in size due to lack of staffing and funding or one administered at the school level may not provide for such access.

15623 SKILLED NURSING SERVICES

REF 7853

MORE THAN 400 STUDENTS REQUIRE SKILLED NURSING SERVICES AT NEARLY 200 SCHOOLS STATEWIDE

Detailed Justification of Request

As students return to in-person learning, the cost of contracted skilled nursing services is escalating. Following is a history of skilled nursing expenses during last school year: July 2021 (\$294,254.10), August 2021 (\$1,216,997.33), September 2021 (\$1,873,441.86), October 2021 (\$1,615,471.81), November 2021 (\$1,893,061.09), December 2021 (\$1,332,875.20), January 2022 (\$1,842,100.45), Additional Charge (Oct-Dec 2021) (\$93,349.02), February 2022 (\$2,017,355.57), March 2022 (\$1,965,479.49), April 2022 (\$2,324,596.73), May 2022 (\$2,136,508.59), June 2022 (\$642,525.92).

Additional funds are needed to cover the cost of skilled nursing services provided for students statewide.

About \$12 million in general funds is already being used to address this need.

The alternative to asking for additional funds for the contracted skilled nursing services is to hire HIDOE school nurses.

Doing nothing would compromise the Department's ability to provide federally mandated health services for students with disabilities.

Impact Statements

If the request is denied, it will impact the Department's ability to provide federally mandated services for students with disabilities, ensuring their equal access to education. This would potentially jeopardize other programs if funding needs to be pulled for skilled nursing.

Doing nothing would compromise the Department's ability to provide federally mandated health services for students with disabilities.

16204 HOME/HOSPITAL INSTRUCTION

REF 7863

**TRANSFER-IN 1.0 POSITION (EDUCATIONAL SPECIALIST II) FROM EDN150/VA (28178)
TO EDN 100/BX (16204).**

Detailed Justification of Request

If the request is denied, it will impact the Department's ability to provide federally mandated services for students with disabilities, ensuring their equal access to education. This would potentially jeopardize other programs if funding needs to be pulled for skilled nursing.

Doing nothing would compromise the Department's ability to provide federally mandated health services for students with disabilities.

Impact Statements

Not transferring the position to its more appropriate placement under the School Health Section poses organizational issues that may negatively impact the program, as the position's duties and responsibilities are isolated to medical needs rather than providing access and the prevention of students with disabilities.

37932 SAFETY, SECURITY & EMERGENCY PREP
REF 7864
NIGHTTIME SECURITY COVERAGE

Detailed Justification of Request

The Safety, Security and Emergency Preparedness Branch (SSEPB) requires additional resources, such as nighttime security coverage, to significantly enhance the safety and security of our schools and state & complex area offices to prevent/mitigate criminal activities (e.g., vandalism, theft, break-ins, graffiti, fire, etc.) that result in enormous costs in facilities' repair and maintenance. HIDOE pays an average of \$32,000,000 a year in facilities repair and maintenance costs.

Security coverage is needed for identified high-risk schools during non-school hours. Currently, 73 schools and offices, per their vulnerability and security assessments in addition to data collected by referenced contracted security firms, have justified the need for continued security presence to deter crime and trespassers. Furthermore, homelessness, trespassing, vandalism, break-ins, and other criminal activities have dramatically risen on our campuses as a result of homelessness, job loss, and other negative factors associated with COVID-19. Although schools have reopened, the issues persist. Past data resulted in approximately 4,624 criminal trespassing incidents of which 1,581 were deemed homeless-related. Security coverage provided by contracted firms have improved security of the identified school campuses during non-school and school breaks. Current contracted security costs averaged approximately \$267K per month. A full-year contract depending on service hours and availability of contracted personnel could run up to \$3.2M. SSEPB proposes an alternating schedule so potential or regular perpetrators would be unable to evade contracted security "sweeps".

Although we are covering 73 schools and offices, many other schools and offices have also requested nighttime security coverage. Unfortunately, the Department has not been able to accommodate these requests due to limited funds. Additional funding will allow the Department to expand coverage from 73 to 91 schools/offices at a rate of \$333,333 per month.

Implementing security measures are critical to preventing, protecting, and mitigating the numerous homelessness, trespassing, and other criminal activities on our campuses. Homeless people and trespassers have been committing criminal activities on our campuses (e.g., break-ins, vandalism, sleeping on campuses, leaving drugs, human waste, trash, etc.), significantly endangering both our students, school employees, and thus negatively impacting the school learning environment and climate.

Impact Statements

Without additional funding, the Department is unable to extend coverage to more of the schools and offices that require nighttime security coverage, limiting its ability to prevent/mitigate criminal activities that potentially result in enormous costs for facilities' repair and maintenance.

17790 ESSA MIGRANT EDUCATION

REF 7865

INCREASE ESSA MIGRANT EDUCATION PROGRAM CEILING

Detailed Justification of Request

-Description of your request: Adjustments are needed to account for the increase in ESSA Migrant Education federal funds.

-Background/Justification:

a) The purpose of the Migrant Education Program is to provide high-quality and comprehensive educational support to programs for migratory children to help address challenges associated with frequent moves, cultural and language barriers, and health related problems that inhibit their success in school. The goal of the program is to ensure all migrant students meet challenging academic standards and graduate with a high school diploma (or equivalent) that prepares them for responsible citizenship, further learning, and productive employment.

b) The increase in funding provides valuable resources for this program to expand support services directly to schools and families it serves. These funds will help provide added support services for early childhood education, family literacy, and high school equivalency programs. Funds will also increase the support services that are directly used at the school and complex levels, such as tutoring, counseling services, health services, extended learning opportunities, and transportation.

c) Currently, the Migrant Education Program distributes over \$1 million to schools and complex areas.

d) Additional funds would be utilized to increase paraprofessional educators and tutors who would provide direct service to Migrant Education students. The funds would also be distributed down to the individual school level, where local school staff can assist students with classroom supplies and resources needed to access a more equitable learning environment.

e) Annual program monitoring reports are developed to comply with federal mandates as specified in Title I, Part C, Section 1306 (CNA/SDP) of ESSA. Hawaii State standards support Title I, Part C, Section 1301 as reauthorized by ESSA to ensure migratory students have the opportunity to meet the same challenging State content standards that all children are expected to meet.

f) Alternative resources may be leveraged from other state and federal programs, but the challenge will always be balancing the need for equity with resources that are already inadequate to provide the needed supports for all students.

g) The inability to expend added resources will significantly limit the support services available for a highly fragile population in our community. The achievement gap will continue to grow between migratory and non-migratory students.

Impact Statements

The inability to expend added resources will significantly limit the support services available for a highly fragile population in our community. The achievement gap will continue to grow between migratory and non-migratory students.

16809 HAWAII KEIKI: HEALTHY & READY TO LEARN

REF 7866

HAWAII KEIKI NURSING SUPPORT FOR RETURN TO IN-PERSON LEARNING

Detailed Justification of Request

1. **What challenge or opportunity does your request address or solve, and why does it need to be addressed?** Additional support is needed for students returning to in-person learning with unmet health needs.
2. **What is the proposed solution?** Having nurse positions in each complex will facilitate greater access to health care and help students to stay in school.
3. **What amounts of funding and resources are already being used to address this need?** A combination of general funds and federal funds (ESSER and DOH/CDC) have been used to support this program. The SY 2022-2023 budget includes nurse positions as well as school health support staff. Federal funds for COVID-19 response will not be available in SY 2023-24, so the priority is to request funding for the nurse positions; we are not asking for funds to sustain School Health Support Staff at this time.
4. **What resources are required for the proposed solution?** \$7,000,000 is required for 52.70 FTEs, including Advanced Practice Registered Nurses (APRN) and Registered Nurses (RN) positions (47.5 FTE), behavioral technicians (2.0 FTE), administrative support (3.2 FTE), operational expenses, and indirect costs.
5. **Describe how successful outcomes will be measured.** The number of staff, percentage of students with consent to receive nursing services at school, number of health room visits, number of virtual/telehealth visits, number of behavioral health consults, and number of urgent behavioral health referrals will be analyzed.
6. **Identify feasible alternatives?** A feasible alternative would be to hire HIDEOE nurse positions.
7. **What would be the consequences of doing nothing?** The consequence of doing nothing will be ongoing unmet student health needs, resulting in greater absenteeism, more acute and expensive medical needs, and poor academic achievement.

Impact Statements

If funding is denied, this would impact the Department's ability to meet student health needs at school, resulting in greater absenteeism, more acute and expensive medical care needs, and poor academic achievement.

15497 EXTRACURRICULAR

REF 7870

SUMMER COORDINATOR POSITION TO COORDINATE SCHOOL-BASED SUMMER PROGRAMS FOR STUDENTS.

Detailed Justification of Request

Summer programs have been providing opportunities for more than 20,000 students during the past three years. It entails cross office and tri level coordination, planning, and implementation. This work entails extensive planning and coordination year round and will also require community partnerships when federal funding is no longer available after 2024. Currently, the Legislature approved and provided funding for one school year-2022-23 (Act 259, SLH 2022). The position is needed to coordinate the many summer programs started with federal funding and will pose a hardship if schools do not have the coordinator assisting with their summer programming.

Impact Statements

The position was authorized through the Legislature, pursuant to Act 259, SLH 2022, to coordinate the Department's summer programs. Summer programs are a part of the Department's strategy to address learning loss caused by the COVID-19 pandemic. Without the position, the additional duties and responsibilities will have to be covered by existing personnel which reduces the effectiveness of the entire program. This position will be instrumental in developing a sustainable summer program statewide following the discontinuance of the federal ESSER funding.

25037 SPECIAL EDUCATION SERVICES

REF 7877

TRANSFER-IN 3.0 POSITIONS FROM EDN200/GD (25237) SSB TO EDN150/VA (25037) ESB

Detailed Justification of Request

Transfer in FTE and funds from EDN 200/GD Prog ID#25237 Student Support Services Branch to EDN150/VA Prog ID #25037 Exceptional Support Branch to reflect a reorganization.

Impact Statements

If this transfer is denied, the position's program ID funding will continue to be misaligned with the Department's current Plan of Organization.

35186 HCNP MAINTENANCE OF EFFORT FY23

REF 7882

ADDITIONAL FUNDING TO SUPPORT ANTICIPATED BUDGET DEFICIT TO MAINTAIN ONLINE COMPUTER SYSTEM

Detailed Justification of Request

Hawaii Child Nutrition Programs (HCNP) is required to pay an annual hosting and maintenance fee for HCNP's Application and Claiming system. The annual hosting and maintenance fee is \$140,000. The maintenance of our systems helps our customers (including the School Food Service Branch) submit their applications and monthly claims. The lack of sufficient state administrative expense funding from USDA continues to be a challenge for HCNP to provide the activities and services necessary for the sponsors to operate. For example, HCNP's existing IT solutions experience severe delays in the speed of deployment for enhancements, flexibility for functionality, improved infrastructure of service, optimal user experience, security, and storage of data all due to the inability of the State Agency (SA) to fund the Azure federally compliant system. For HCNP, the increased value of Azure would also be to assist the agency with backups, disaster recovery, and speedier solutions to technical issues. The current HCNP system is scheduled to be "sunset" in 2023.

Reducing staff is not an option to cover the costs of the online system. HCNP reduced its staff in 2019 due to budget restraints. A result of that personnel reduction, there is a backlog of work that existing staff has not been able to overcome. Without an online system, all work will need to be completed manually. This would have catastrophic effects on the state agency and the school food authorities. Claim reimbursement payments to SFAs would be delayed, as well as the distribution of the other USDA funds.

Impact Statements

HCNP's existing IT solutions experience severe delays in the speed of deployment for enhancements, flexibility for functionality, improved infrastructure of service, optimal user experience, security, and storage of data all due to the inability of the State Agency (SA) to fund the Azure federally compliant system. For HCNP, the increased value of Azure would also be to assist the agency with backups, disaster recovery, and speedier solutions to technical issues. The current HCNP system is scheduled to be "sunset" in 2023.

17202 SPECIAL EDUCATION IN SPECIAL SCHOOLS

REF 7889

**TRNSFR-IN 15.5 PERM, 3.75 TEMP FTE & FUNDS FROM EDN150FA SPED-REG SCHLS
TO EDN150FB SPED-SPCL SCHLS**

Detailed Justification of Request

Transferring these FTE and funds will align budget appropriation records with where the educational resources are needed and currently deployed. These positions are all at special schools and directly interact with students.

If this request is not approved, the Department's budget records will not align with where the positions are needed and currently deployed.

Impact Statements

If this request is not approved, the Department's budget records will not align with where the positions are needed and currently deployed.

25237 STUDENT SUPPORT SERVICES

REF 7890

**TRANSFER-OUT ONE POSITION FROM EDN200/GD (25237) STUDENT SUPPORT SVCS
TO EDN200/GC (25024) INSTR SVS**

Detailed Justification of Request

Transfer of 1.00 FTE Educational Specialist II from EDN200/GD Student Support Services to EDN200/GC Instructional Services to accurately reflect the Department's reorganization.

Impact Statements

If this transfer is denied, the position's appropriation information will continue to be misaligned with the Department's current Plan of Organization.

25024 INSTRUCTIONAL SERVICES
REF 7895
SCHOOL GARDEN COORDINATOR ES II

Detailed Justification of Request

This request is to continue funding for the School Garden Coordinator Educational Specialist II position established by Act 258, SLH 2022 (SB2182). Funding was provided only for the 2022-2023 school year. The purposes of the Hawaii farm to school program as set forth by Act 175, Session Laws of Hawaii 2021, are:

- (1) Improving student health;
- (2) Developing an educated agricultural workforce; and
- (3) Accelerating garden and farm-based education for public school students.

Impact Statements

Without this position, the Department will not be able to meet the needs of its students and expectations within the state for the following purposes of the Hawaii farm to school program as set forth by Act 175, Session Laws of Hawaii 2021:

- (1) Improving student health;
- (2) Developing an educated agricultural workforce; and
- (3) Accelerating garden and farm-based education for public school students.

25024 INSTRUCTIONAL SERVICES

REF 7896

**TRANSFER-IN ONE POSITION FROM EDN200/GD (25237) STUDENT SUPPORT SVCS TO
EDN200/GC (25024) INSTR SVS**

Detailed Justification of Request

Transfer of 1.00 FTE Educational Specialist II from EDN200/GD Student Support Services to EDN200/GC Instructional Services to accurately reflect the Department's reorganization.

Impact Statements

If this transfer is denied, the position's appropriation information will continue to be misaligned with the Department's current Plan of Organization.

37663 ENVIRONMENTAL SERVICES

REF 7900

**TRANSFER-IN POSITION FROM EDN400/OC (FACILITIES DEV) TO EDN400/OJ
(ENVIRONMENTAL SVCS)**

Detailed Justification of Request

In order to address areas of need within the Office of Facilities and Operations (OFO), requesting the transfer of one position from the Facilities Development (EDN400/OC, ProgID 37710) to the OFO Environmental Services Unit (EDN400/OJ, ProgID 37663). This is a cost-neutral request.

This request will align budget information with personnel changes required over the past year. A Facilities Planner position was transferred to oversee the Unit and program. OFO did not previously have a supervisor managing the unit, but the unit is critical to ensuring student safety relating to a variety of issues including asbestos, lead, air quality, soil contamination, etc.

Impact Statements

If the request is denied, budget information will continue to be misaligned with personnel changes needed to address the critical needs that OFO supports relating to student safety.

33009 SCHOOL FACILITY & SUPPORT SERVICES

REF 7902

TRANSFER-IN POSITION FROM EDN400/OC (FACILITIES DEV) TO EDN400/OB (SCHOOL FACILITY & SUPPORT SVCS)

Detailed Justification of Request

In order to address areas of need within the Office of Facilities and Operations (OFO), requesting the transfer of one position from the Facilities Development (EDN400/OC, ProgID 37710) to the OFO Assistant Superintendent Office (EDN400/OB, ProgID 33009).

This request will align budget information with personnel changes required over the past year. OFO transferred two positions out of the Facilities Development Branch to areas of immediate need. One of the positions was transferred to the OFO AS office as an Institutional Analyst focusing on quality control. OFO generates and needs to keep track of voluminous amounts of data, as well develop various reports for the BOE, legislators, etc. An Institutional Analyst was established to support these needs and improve quality. This is a cost-neutral request.

Impact Statements

If the request is denied, budget information will continue to be misaligned with personnel changes. This position is filled and the incumbent is providing much needed work for OFO.

17131 SPECIAL EDUCATION IN REGULAR SCHOOLS

REF 7905

**TRANSFER-OUT 7.5 PERM, 1.0 TEMP FTE & FUNDS FROM EDN150FA SPED-REG SCHLS
TO EDN150FB SPED-SPCL SCHLS**

Detailed Justification of Request

Transferring these FTE and funds will align budget appropriation records with where the educational resources are needed and currently deployed. These positions are all at special schools and directly interact with students.

If this request is not approved, the Department's budget records will not align with where the positions are needed and currently deployed.

Impact Statements

If this request is not approved, the Department's budget records will not align with where the positions are needed and currently deployed.

17101 SPED PPA - INSTRUCTION

REF 7906

TRANSFER-OUT 8.0 PERM, 2.75 TEMP FTE & FUNDS FROM EDN150FA SPED PPA TO EDN150FB SPED-SPCL SCHLS

Detailed Justification of Request

Transferring these FTE and funds will align budget appropriation records with where the educational resources are needed and currently deployed. These positions are all at special schools and directly interact with students.

If this request is not approved, the Department's budget records will not align with where the positions are needed and currently deployed.

Impact Statements

If this request is not approved, the Department's budget records will not align with where the positions are needed and currently deployed.

15497 EXTRACURRICULAR

REF 7910

**TRANSFER-OUT 1.0 POSITION FROM ATHLETICS ADMINISTRATION (15497) EDN200/GD
TO HVLN (25048) EDN200/GG**

Detailed Justification of Request

Requesting the transfer of a 1.00 permanent FTE State Office Teacher from EDN200/GD ProgID 15497 (Extracurricular), to EDN200/GG ProgID 25048 (Hawaii Virtual Learning Network). This position was reorganized to the Digital Design Team to assist in the Computer Science initiative. The transfer of the position would ensure alignment with reorganization that occurred in 2018.

Impact Statements

If the position is not transferred, the organizational structure will not be aligned since this position was moved to the computer science program under the Digital Design Team in 2018.

15624 APPLIED BEHAVIOR ANALYSIS

REF 7913

ADD FUNDS TO CONTINUE CONTRACTING APPLIED BEHAVIOR ANALYSIS (ABA) SERVICES

Detailed Justification of Request

Additional funds are needed to provide contracted Applied Behavior Analysis (ABA) services to 735 students who have significant behavioral and/or social-communication deficits, in adherence to the requirements of Act 107, SLH 2016, and Act 205, SLH 2018. This is an increase of 476 students receiving ABA services from November 2019 to now. The Department is in the process of building internal capacity of its ABA providers, but must supplement the Department's current staffing pool with a statewide contract for ABA services.

The Department recently executed a new statewide contract for ABA services, expanding its provider pool from 10 contracted agencies to now 21 contracted agencies to provide ABA services to students in all complex areas across the state. To ensure all students receive their legally required Individualized Education Programs' (IEP) indicated ABA services as well as to remain compliant with the requirements of Act 107, SLH 2016, and Act 205, SLH 2018, the Department needed to increase the state ABA contract rate to a higher, more competitive hourly rate in our recent request for proposals (RFP). **Due to the higher contracted costs, the Department is anticipating that costs for contracted ABA services will be approximately \$69,433,000 for FY 2022-23. The Department's dedicated ABA budget is only \$6.3 million for staff and contract costs.** However, this anticipated amount will decrease as complex areas increase their internal capacity of Department ABA service providers. Currently, costs for contracted ABA services come from the Services for Students with Autism program and are supplemented with federal funds from the Title VIB Special Education Project. The former provided a total of \$39,143,342, which covers approximately 56% of the total anticipated contracted costs; the latter covered \$30,289,658 in costs for contracted ABA services, or a total of 44% of the total cost. It is important to note, however, that not all students with autism require intensive levels of support such as ABA services, which is why complex areas also use a portion of funds in the Services for Students with Autism program to support costs for programming and classroom needs for students with autism. Moreover, federal funds are intended to supplement state funds and are used to support all students with disabilities eligible under the Individuals with Disabilities Education Act (IDEA) and are used for a variety of reasons including, but not limited to, paying for special education positions, paying for contracted service costs (e.g., ABA, speech, OT, PT, communication access/interpreter, etc.), student program materials, program curriculum, training/PD, etc. The request for the \$15,000,000 is to ensure students continue to receive needed ABA services while partially offsetting the cost burden currently placed on the other programs that have helped provide support, to ensure funds from those programs are used to achieve improved student outcomes for the entire population of students they are intended to support.

Impact Statements

The request will help ensure students continue to receive needed ABA services, while partially offsetting the cost burden currently placed on other programs. Funds from those programs that are currently used to support ABA services should be recommitted to achieve improved student outcomes for the entire population of students they are intended to support. If this request is not approved, the cost burden will remain for other program areas and may potentially result in fiscal deficits at the complex area and/or school level.

Attachments

Currently, the Department provides ABA services to approximately 735 students who have significant behavioral and/or social-communication deficits in order to adhere to the requirements of Act 107/SLH 2016 and Act 205/SLH 2018. This is an increase of 476 students receiving ABA services from November 2019 to now. The Department is in the process of building internal capacity of its ABA providers, but must supplement the Department's current staffing pool with a statewide contract for ABA services. Below is a breakdown of the Department's current capacity and spending for ABA services.

ABA Provider Summary:

Provider Type	Position Type(s) in Department	Education/Certification/Licensure Requirements
Licensed Behavior Analyst (LBA)	Behavior Analyst (BU-13) and Behavior Analyst Teacher (BU-05)	<ul style="list-style-type: none">• Master's Degree of PhD• Completion of a BCBA or BCBA-D program, practicum, and/or supervised fieldwork• Passing a written national board exam• State of Hawaii Licensure• National certification from the Behavior Analyst Certification Board
Board Certified Assistant Behavior Analyst (BCaBA)	N/A	<ul style="list-style-type: none">• Bachelor's Degree• Completion of a BCaBA program, practicum, and/or supervised fieldwork• Passing a written national board exam• National certification from the Behavior Analyst Certification Board
Registered Behavior Technician (RBT)	Behavioral Technician (BU-03)	<ul style="list-style-type: none">• High school diploma• 40-hours of RBT training• Passing a competency assessment• Passing a written national board exam• National certification from the Behavior Analyst Certification Board

Current Department Capacity:

Behavior Analyst Type Positions (Behavior Analyst & Behavior Analyst Teacher)	Number
Total Filled	34 (12 Behavior Analyst & 22 Behavior Analyst Teacher)
Total Vacant	33 (26 Behavior Analyst & 7 Behavior Analyst Teacher)
Total Positions Established Across Department	67

Behavioral Technician Positions (BT)	Number
Total Filled	100
Total Vacant	67
Total Positions Established Across Department	167

Factors that impact the Department's capacity building efforts:

- National and local shortage of LBAs, BCaBAs, and RBTs
- Very competitive industry (e.g., private agencies offering large bonuses, high salaries, etc.)
- Rigorous education, training, and assessment requirements to maintain state licensure and/or board certification to become a Behavioral Technician and Behavior Analyst/Behavior Analyst Teacher

Statewide ABA Contract Summary and Costs:

The Department recently executed a new statewide contract for ABA services, expanding its provider pool from 10 contracted agencies to now 21 contracted agencies to provide ABA services to students in all complex areas across the state. In order to ensure all students receive their legally required IEP indicated ABA services as well as to remain compliant with the requirements of Act 107/SLH 2016 and Act 205/SLH 2018, the Department needed to increase the state ABA contract rate to a higher, more competitive hourly rate in our recent Request for Proposals (RFP). Due to the higher contracted costs, the Department is anticipating that costs for contracted ABA services will be approximately \$69,433,000 for FY22-23. However, this anticipated amount will decrease as complex areas increase their internal capacity of Department ABA service providers. Currently, costs for contracted ABA services come from Program 15179 Services for Students with Autism and are supplemented with federal funds

from Program ID 17929. Program ID 15179 is appropriated a total of \$39,143,342 in "B" funds, which covers approximately 56% of the total anticipated contracted costs. This leaves \$30,289,658 in costs for contracted ABA services, or a total of 44% of the total cost, to be covered by federal funds from Program 17929.

It is important to note that not all students with autism require intensive levels of support such as ABA services, which is why complex areas also use a portion of "B" funds in Program ID 15179 to support costs for programming and classroom needs for students with autism. These additional costs deducts from the total amount of "B" funds used toward paying for contracted ABA services. Moreover, federal funds are intended to supplement state funds and are used to support all students with disabilities eligible under the Individuals with Disabilities Education Act (IDEA) and are used for a variety of reasons including, but not limited to, paying for special education positions, paying for contracted service costs (e.g., ABA, speech, OT, PT, communication access/interpreter, etc.), student program materials, program curriculum, training/PD, etc.

The request for the \$15,000,000 in "B" funds is to ensure students continue to receive needed ABA services while partially offsetting the cost burden currently placed on Program 15179 and Program 17929 to ensure funds from these programs are used to achieve improved student outcomes for the entire population of students they are intended to support.

Contracted Provider Type	Current Oahu Contract Rate	Current Neighbor Island Contract Rate
Licensed Behavior Analyst (LBA)	\$100/hr	\$125/hr
Board Certified Assistant Behavior Analyst (BCaBA)	\$75/hr	\$100/hr
Registered Behavior Technician (RBT)	\$50/hr	\$75/hr

Approximate Anticipated Contract Costs for FY 22-23	
LBA	\$11,648,000
RBT	\$57,785,000
Total	\$69,433,000

16732 HAWAIIAN LANGUAGE IMMERSION PROGRAM

REF 7917

ADD 3.0 PERM ED SPEC II FTE AND FUNDS TO ADDRESS KAIAPUNI (HWN LNG IMMRSN) CURRICULUM SHORTAGE

Detailed Justification of Request

The Office of Hawaiian Education (OHE) has outlined new work required to meet Board of Education Policy E3 Na Hopena A'o (HA), 105.7 HAWAIIAN EDUCATION, and 105.8 KA PAPAHAHA KAIAPUNI "Kaiapuni Educational Program" (Kaiapuni) (Hawaiian Language Immersion Program) through the design of the OHE Strategy Mapping Tool (attached), [The Foundational & Administrative Framework For Kaiapuni Education \(FAFKE\)](#), and OHE Delivery Plan. The addition of new work includes plans for evaluating strategies and tasks for impact. These positions are necessary to accomplish these tasks.

Additional permanent positions and funds are necessary to address Kaiapuni demand and growth as well as addressing the critical shortage of curricular materials for Kaiapuni.

The Department established these 3.0 temporary unappropriated positions using Elementary and Secondary School Emergency Relief (ESSER III) funds and is requesting 3.0 permanent FTE positions and \$330,408 in funds because the federal ESSER funds are temporary.

- Educational Specialist II (Curriculum Specialist) for Kaiapuni (Grades K-6) - \$110,136
- Educational Specialist II (Curriculum Specialist) for Kaiapuni (Grades 7-12) - \$110,136
- Educational Specialist for Kaiapuni - \$110,136

Deliverables are identified in the OHE Delivery Plan. The plan shall be updated quarterly and any new updates can be requested through the OHE Director.

This content knowledge expertise does not currently exist in the Department of Education (DOE) outside of OHE. Should this not be funded, it would lead to a significant delay in achievement of agreed-upon DOE goals.

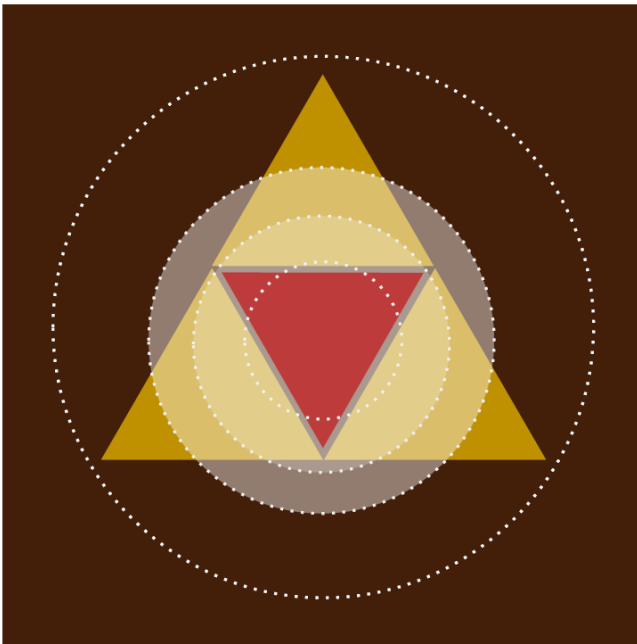
If the Educational Specialist position can be provided to the Office of Hawaiian Education, it will allow the Department the ability to maintain and enhance current and future planning and supports for the Kaiapuni Educational Pathway for students. In order to address the limited Kaiapuni educational materials, the two Kaiapuni Curriculum Specialist positions can continue and extend the work that was started using Elementary and Secondary Schools Emergency Relief (ESSER) III funding, for the students in the Kaiapuni Distance Learning Program and the Kaiapuni Education Pathway.

Impact Statements

This content knowledge expertise does not currently exist in the Department of Education (DOE) outside of OHE. Should this not be funded, it would lead to a significant delay in achievement of agreed-upon DOE goals.

If nothing is done to address this, DOE will not meet its obligations. Kaiapuni (Hawaiian Language Immersion Program) teachers and students would have limited Kaiapuni curricular materials.

Attachments



**Kīpuka Hawai‘i
Ma‘ema‘e i ka pō
I popohe ka ‘āhihi
Ko Hawai‘i pono‘ī**

*Office of Hawaiian Education is grounding
education in Hawaiian ways of knowing so
that all Hawai‘i may thrive.*

Kūkulu ‘ia a kālele ‘ia ho‘i ke ala e ho‘oulu ai
ke aloha ‘āina me ona ‘ike i ko Hawai‘i pono‘ī.

WELO 'OHANA

Guiding Principles v.2
July 26, 2018

–When you do Hawai'i, you do for everybody.

*'O Hawai'i ke kahua o ka ho'ona'auao.
'O Hawai'i ka mua, 'O Hawai'i ke kilohana
He 'o ia mau no ka pono o ka lāhui kanaka i ka na'auao Hawai'i.
What is best for Hawai'i is best for all. Hawai'i perspective does not need to be adjusted, everything else recalibrates around it.*

–He 'ōpū all'i.

Our kitchen is the piko. A happy belly is a happy person. Everyone feels welcome. – There is a place for everybody at the table. A contrast to being in the Lili'u Building referred to as the "belly of the beast"

–Ne'epapa.

We cannot do work without each other. Like a wa'a we pull together each holding our own position. Everyone moving together. Expect OHE to back you up.

–We sit together in generations.

Mo'okū'auhau is important. 'Umeke represents how we see ourselves as family .In the collective, everyone is included, everyone is cared for. Collective is good. Everybody believes in the collective. Within and without.

–Ke nānā mai nei kamali'i.

Hana kākou e like me ka mea e pono ai a no ka mea ke nānā mai nei kamali'i.

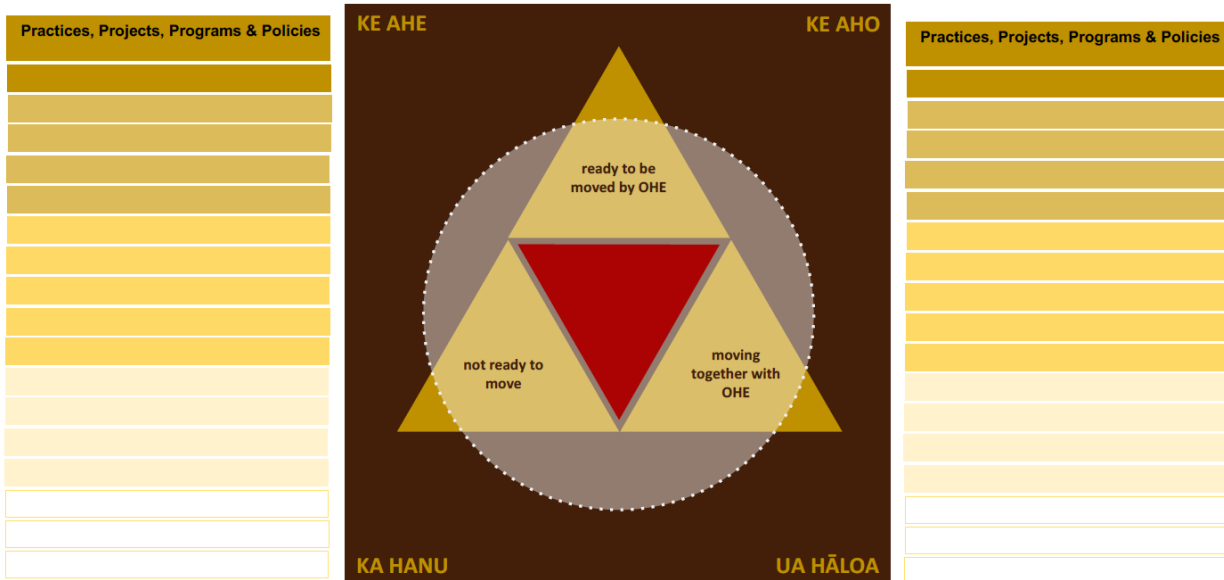
–If its pono, we will stand for it no matter what it takes.

We don't allow for the small chinks in the OHE armor. Keep moving forward. Utilize deconstructive energy to create new things. This weight is a welcome burden. When I see these things, we will overcome this challenge. Have faith and pursue to try and conquer. We can conquer them. We have to go the different route. That's the fun part. The freedom is healing.

–Space is allowed to be wela, but not allowed to give up.

There is acknowledgment of the hewa of past hurt in the educational system. We don't hold on to 'eha, while there is burning hot passion, say your truth 100% of the time. Everybody has a fire someplace, and kako'o. This does not diminish the armor of the group. We don't stay in the 'eha and anger. We can pull out our anger and share the vision, when we finally got to speak about it, we express it, and then let it go. OHE lets you work it out, whether that is passion or compassion or anger, you can express it and look at it differently, and never giving up the sense of 'ohana, trust, support, and moving forward.

OHE Strategy Mapping Tool



16732 HAWAIIAN LANGUAGE IMMERSION PROGRAM

REF 7920

**ADD PROFESSIONAL DEVELOPMENT FUNDS FOR KAIAPUNI (HWN LNG IMMRSN)
CLASSROOM TEACHERS**

Detailed Justification of Request

The Office of Hawaiian Education (OHE) has outlined new work required to meet Board of Education Policy E3 Na Hopena A'o (HA), 105.7 HAWAIIAN EDUCATION, and 105.8 KA PAPAHAHA KAIAPUNI "Kaiapuni Educational Program" (Kaiapuni) (Hawaiian Language Immersion Program) through the design of the OHE Strategy Mapping Tool (attached), [The Foundational & Administrative Framework For Kaiapuni Education \(FAFKE\)](#), and OHE Delivery Plan. The addition of new work includes plans for evaluating strategies and tasks for impact. There is currently no budget for implementation.

The objective is to strengthen and align Kaiapuni instructional practice for Kaiapuni classroom teachers by providing professional development opportunities of their choice, including local and American conferences/workshops. The total request is for an additional \$160,000 (160 teachers x \$1,000).

Deliverables are identified in the OHE Delivery Plan. The plan shall be updated quarterly and any new updates can be requested through the OHE Director.

This content knowledge expertise does not currently exist in the Department of Education (DOE) outside of OHE. Should this not be funded, it would lead to a significant delay in achievement of agreed-upon DOE goals.

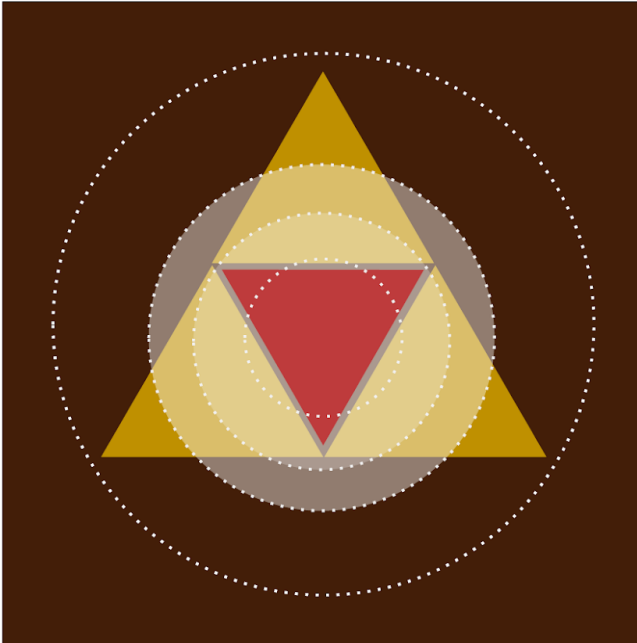
If nothing is done to address this, the Department will not meet its obligations. If funding is not provided, Kaiapuni teachers would be limited or unable to participate in professional development opportunities.

Impact Statements

This content knowledge expertise does not currently exist in the Department of Education (DOE) outside of OHE. Should this not be funded, it would lead to a significant delay in achievement of agreed-upon DOE goals.

If nothing is done to address this, the Department will not meet its obligations. If funding is not provided, Kaiapuni teachers would be limited or unable to participate in professional development opportunities.

Attachments



Kīpuka Hawai‘i Ma‘ema‘e i ka pō I popohe ka ‘āhihi Ko Hawai‘i pono‘ī

Office of Hawaiian Education is grounding education in Hawaiian ways of knowing so that all Hawai‘i may thrive.

Kūkulu ‘ia a kālele ‘ia ho‘i ke ala e ho‘oulu ai ke aloha ‘āina me ona ‘ike i ko Hawai‘i pono‘ī.

WELO ‘OHANA

*Guiding Principles v.2
July 26, 2018*

–When you do Hawai‘i, you do for everybody.

*‘O Hawai‘i ke kahua o ka ho‘ona‘auao.
‘O Hawai‘i ka mua, ‘O Hawai‘i ke kilohana
He ‘o ia mau no ka pono o ka lāhui kanaka i ka na‘auao Hawai‘i.
What is best for Hawai‘i is best for all. Hawai‘i perspective does not need to be adjusted, everything else recalibrates around it.*

–He ‘ōpū ali‘i.

Our kitchen is the piko. A happy belly is a happy person. Everyone feels welcome. – There is a place for everybody at the table. A contrast to being in the Lili‘u Building referred to as the “belly of the beast”

–Ne‘epapa.

We cannot do work without each other. Like a wa‘a we pull together each holding our own position. Everyone moving together. Expect OHE to back you up.

–We sit together in generations.

Mo‘okū‘auhau is important. ‘Umeke represents how we see ourselves as family. In the collective, everyone is included, everyone is cared for. Collective is good. Everybody believes in the collective. Within and without.

–Ke nānā mai nei kamali‘i.

Hana kākou e like me ka mea e pono ai a no ka mea ke nānā mai nei kamali‘i.

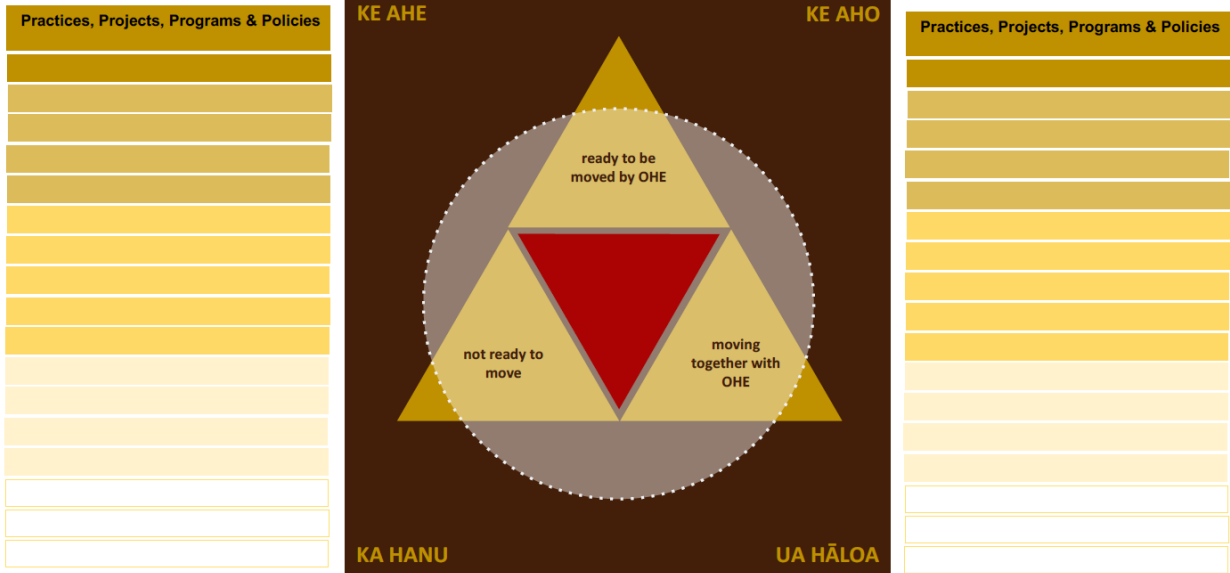
–If its pono, we will stand for it no matter what it takes.

We don’t allow for the small chinks in the OHE armor. Keep moving forward. Utilize deconstructive energy to create new things. This weight is a welcome burden. When I see these things, we will overcome this challenge. Have faith and pursue to try and conquer. We can conquer them. We have to go the different route. That’s the fun part. The freedom is healing.

–Space is allowed to be wela, but not allowed to give up.

There is acknowledgment of the hewa of past hurt in the educational system. We don’t hold on to ‘eha, while there is burning hot passion, say your truth 100% of the time. Everybody has a fire someplace, and kako‘o. This does not diminish the armor of the group. We don’t stay in the ‘eha and anger. We can pull out our anger and share the vision, when we finally got to speak about it, we express it, and then let it go. OHE lets you work it out, whether that is passion or compassion or anger, you can express it and look at it differently, and never giving up the sense of ‘ohana, trust, support, and moving forward.

OHE Strategy Mapping Tool



37932 SAFETY, SECURITY & EMERGENCY PREP
REF 7926
ACTIVE THREAT RESPONSE TRAINING

Detailed Justification of Request

Thus far in 2022 alone, there have already been 27 school shootings across the nation. There have been 119 school shootings since 2018. There were 10 shootings in 2020, and 24 each in 2019 and 2018. Due to the recent Robb Elementary School shooting in Uvalde, TX, and other active shooter incidents around the country, it is critically important that HIDOE schools and offices receive critical Active Threat Response Training in order to properly plan, respond, and be prepared for such tragic events.

According to numerous reports such as the *Final Report of the Federal Commission on School Safety*, training is a vital cornerstone to ensuring our Department achieves and maintains national school safety and security standards as well as survives active shooter incidents. Amidst today's cultural and societal changes, training of our school personnel is as necessary as ever. Funds are needed to ensure this training occurs.

If funds are not provided, HIDOE will be incapable of training our 30,000 HIDOE employees, affecting 257 schools. Leaving our school administrators and employees untrained in properly responding to active threats presents an unacceptable risk and leaves HIDOE extremely vulnerable to litigation actions for failure to comply with department leadership responsibilities to ensure safe, secure, and emergency-prepared schools.

Impact Statements

If funds are not provided, HIDOE will be incapable of training our 30,000 HIDOE employees, affecting 257 schools. Leaving our school administrators and employees untrained in properly responding to active threats presents an unacceptable risk and leaves HIDOE extremely vulnerable to litigation actions for failure to comply with department leadership responsibilities to ensure safe, secure, and emergency-prepared schools.

45004 AFTER SCHOOL PLUS PROG REVOLVING FUND
REF 7929
REQUEST TO INCREASE CEILING BY \$26,000,000

Detailed Justification of Request

The request to increase the ceiling by \$26,000,000, to \$37,000,000, would reflect the actual costs of program operation. The ceiling required is based on pre-pandemic enrollment numbers of 18,216 children at the current monthly tuition of \$200 per month for 10 months. The remaining ceiling amount of about \$568,000 is required to comply with the increase of pay rates due to the minimum wage increase that is effective 10/1/22 and impacts associated positions to maintain pay equity for district coordinators, part-time teachers, site coordinators, group leaders, and program aides.

Impact Statements

If this request is denied or reduced, the current ceiling will not allow the Department to allocate funds for the A+ services provided by schools and vendors, based on pre-pandemic enrollment and current monthly tuition. School-run A+ programs will have their payrolls go into deficit. Program vendors will not receive payment in full and the Department will breach its contract due to non-payment. Most importantly, A+ services to students will cease or be canceled.

B1123 KINDERGARTEN ENTRY ASSESSMENT

REF 7931

ACT 46 KINDERGARTEN ENTRY ASSESSMENT FUNDING REQUIREMENT

Detailed Justification of request

OCID conducted an extensive research process to locate viable KEA tools, and have decided to contract with the Johns Hopkins University (JHU) to procure their research-based KEA tool. The KEA costs from JHU will include annual fees, which cover the technical services and materials for the assessment, as well as new teacher training. These costs will be recurring annually and funding must be in place to support the mandated assessment. The initial 8-hour training of the Department's Kindergarten teachers and relevant assessment materials will also be provided every year for the approximately 60 new teachers needed annually due to retirements, resignations, and reassignments. Substitute teacher costs to compensate for 2 days of training is included in the request. Johns Hopkins University has also anticipated an approximate 3% projected rise in annual fees for technical support.

Attached is a budget estimate through school year 2026-2027, with a teacher stipend or substitution rate of \$184.66 daily.

The anticipated tool from the Johns Hopkins University's Kindergarten Readiness Assessment (KRA) will include professional development training and support for the assessment implementation, technology, and technical user support for the data dashboard, a K-Ready system app, 24/7 technical assistance, project management activities, and assessment materials. This KRA is anticipated to serve as the Department's KEA.

In preparation for the KEA (KRA) to be administered beginning SY 2023-2024 as required by Act 46, SLH 2020, this assessment will have significant start-up costs for professional development needs as well as continuing annual funding required. Funding needs for the school year 2022-2023 (\$632,312) were provided temporarily from within the Department, which is not a sustainable long-term solution. Training for all 1000 kindergarten teachers, designated complex area staff, and principals is scheduled to begin in spring 2023 as coordinated by the Office of Curriculum and Instructional Design (OCID) Educational Specialist for Early Childhood. The associated costs indicated throughout will include the approximately 45 charter school kindergarten teachers.

Impact Statements

As this assessment is legislatively mandated, the Department must comply and support early childhood stakeholders such as the Department of Health, Executive Office on Early Learning, and Public Charter School Commission with the information gathered from the assessment. Information from the KEA will also be used by teachers and administrators to improve instructional practices in kindergarten, as well as to assess the efficacy of early childhood education prior to kindergarten entry.

Attachments

Following is a budget estimate through school year 2026-2027, with a teacher stipend or substitution rate of \$184.66 daily:

Year	JHU Fees	New Teacher Training (184.66 x 2 days x 55 teachers)	Total
Year 2	\$183,739	\$20,312.60	\$204,051.60
Year 3	\$155,944	\$20,312.60	\$176,256.60
Year 4	\$157,568	\$20,312.60	\$177,880.60
Year 5	\$159,552	\$20,312.60	\$179,864.60

25048 HAWAII VIRTUAL LEARNING NETWORK

REF 7932

**TRANSFER-IN 1.0 POSITION FROM ATHLETICS ADMINISTRATION (15497) EDN200/GD
TO HVLN (25048) EDN200/GG**

Detailed Justification of Request

Requesting the transfer of a 1.00 permanent FTE State Office Teacher from EDN200/GD ProgID 15497 (Extracurricular), to EDN200/GG ProgID 25048 (Hawaii Virtual Learning Network). This position was reorganized to the Digital Design Team to assist in the Computer Science initiative. The transfer of the position would ensure alignment with reorganization that occurred in 2018.

Impact Statements

If the position is not transferred, the organizational structure will not be aligned since this position was moved to the computer science program under the Digital Design Team in 2018.

37710 FACILITIES DEVELOPMENT

REF 7953

**TRANSFER-OUT POSITION FROM EDN400/OC (FACILITIES DEV) TO EDN400/OB
(SCHOOL FACILITY & SUPPORT SVCS)**

Detailed Justification of Request

In order to address areas of need within the Office of Facilities and Operations (OFO), requesting the transfer of one position from the Facilities Development (EDN400/OC, ProgID 37710) to the OFO Assistant Superintendent Office (EDN400/OB, ProgID 33009).

This request will align budget information with personnel changes required over the past year. OFO transferred two positions out of the Facilities Development Branch to areas of immediate need. One of the positions was transferred to the OFO AS office as an Institutional Analyst focusing on quality control. OFO generates and needs to keep track of voluminous amounts of data, as well develop various reports for the BOE, legislators, etc. An Institutional Analyst was established to support these needs and improve quality. This is a cost-neutral request.

Impact Statements

If the request is denied, budget information will continue to be misaligned with personnel changes. This position is filled and the incumbent is providing much needed work for OFO.

18928 RESOURCE DEVELOPMENT-GRANTS/APPS

REF 7963

ADD 9.0 PERM FTE AND FUNDS TO SUSTAIN AND RETAIN VITAL FEDERAL MONITORING AND COMPLIANCE EMPLOYEES

Detailed Justification of Request

The Monitoring and Compliance Branch (MAC) is responsible for ensuring federal compliance with programs under the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). MAC is composed of two teams: the Federal Programs Team (FPT) and the IDEA Team. The Director leads both teams, and is supported by Secretary IV. The Director and Secretary IV positions are permanent, general funded positions. MAC receives \$8,863 annually for operational costs of the branch.

The FPT is funded entirely through Title I Part A under the Elementary and Secondary Education Act (ESEA) using an amount that is determined by the U.S. Department of Education for Title I Part A administration. Pursuant to 2 CFR Part 200 §200.405, costs must be allocable to the particular Federal award if services involved are chargeable or assignable to that Federal award. As such, this limits the monitoring activities and compliance support that is provided strictly to Title I Part A. The FPT is tasked with monitoring the federal programs under the ESEA, which include Title I Part C, Title I Part D, Title II Part A, Title III Part A, Title IV Part A, and Title IV Part B. While the FPT provides support to the other ESEA federal programs, their work of monitoring and supporting federal programs other than Title I Part A is an unallowable activity as they are funded entirely by Title I Part A. Furthermore, the amount of Title I Part A funding is not enough to cover the salary and fringe for three (3) Institutional Analyst positions within the FPT. As such, there are no remaining funds to cover operational costs such as supplies and computer equipment.

The IDEA team is funded solely by IDEA funds that are allocated strictly for the purpose of monitoring and enforcement of the implementation of IDEA in all public schools including charter schools as required by 34 CFR §300.600). Over the last 5 years, MAC has experienced challenges in recruiting and retaining highly qualified special education staff -- from late 2017 to the present, there have been 10 employees that have filled four (4) IDEA positions. Having appropriated, permanent positions instead would allow for more stability to recruit and retain qualified staff in this high need and workload field which in turn will sustain special education staff involvement and commitment.

Additionally, there are two employees that are funded each year through unbudgeted needs requests. One employee is an Institutional Analyst III, who provides ombudsman-related services to help ensure equitable services for private schools under the Elementary and Secondary Education Act (ESEA). Pursuant to ESEA §1117(a)(3)(B) and §8501(a)(3)(B), the State Educational Agency shall designate an ombudsman to monitor and enforce the requirements of these parts. The other employee is a Secretary II that provides administrative support for the ombudsman.

The proposed solution is to establish permanent positions for the Monitoring and Compliance Branch. This will resolve the following issues of allowing the Federal Programs Team to provide monitoring oversight of all of the ESEA federal programs, resolve the Title I Part A funding shortfall, and allow for the recruitment and retention of qualified special education staff and the flexibility of the Individuals with Disabilities Education Act (IDEA) team to provide support to other federal programs in addition to IDEA. Furthermore, this would provide stability for staffing and demonstrates the Hawaii State Department of Education's commitment to ensuring that our federal funds are used appropriately towards increasing student outcomes as well as reducing the risk of a federal finding of noncompliance and reducing our vital federal funding for public education.

The request is to establish 9 permanent positions.

Successful outcomes would include properly aligning the work of the Federal Programs Team with 2 C.F.R. Part 200 §200.405 and no longer conflicting with allocability due to their salaries coming from Title I Part A funding, establishing a consolidated monitoring system for federal programs under the Elementary and Secondary Education Act (ESEA) that will reduce the intrusiveness of the monitoring process while streamlining federal program requirements to maximize the federal funding potential that will increase the support of all students. Additionally, successful outcomes would be the retention of the Individuals with Disabilities Education Act (IDEA) employees to create consistency for monitoring and support, and improvement of IDEA implementation results from the U.S. Department of Education. Retention of staff as well as attracting high quality applicants to fill vacant positions will also be a measure of success. Strengthening the equitable services program by bringing more awareness of the program to non-public schools and increasing non-public school participation for the benefit of all students. We have researched alternative funding solutions via setting aside State administration from the other federal programs under ESEA. The result in using the funds from ESEA programs was determined to be detrimental by reducing funding toward effectively implementing various ESEA federal programs by reducing the number of employees that implement such programs. Reduction in the number of employees that are tasked with program implementation would negatively impact our students and potentially put the Department at a higher risk of federal non-compliance. The IDEA provides federal funding for the education of children with disabilities ages 3 through 21 and requires, as a condition for the recipient of such funds, the provision of a free appropriate public education (FAPE). States may reserve a portion of their federal IDEA funding for statewide activities, but they are required to distribute the majority of the IDEA funding to the schools. The funding that is used towards employees and fringe benefits at the state level could be used towards providing special education and related services for students. The consequences of doing nothing is that the current level of funding for employees is not sustainable and will eventually lead to a reduction in staff. The Hawaii State Department of Education (Department) is the recipient of over \$100 million dollars in federal education funding each year and is required to monitor the use of federal funds under 2 C.F.R. Part 200 §200.329. A reduction in staff will reduce the Department's capacity to adequately monitor federal programs. Further turnover of the IDEA team will cause disruption towards the required monitoring activities and improvement system that the current staff have implemented, which in turn will place the Department at risk for being out of compliance.

Impact Statements

The current level of funding for the Federal Programs Team is not sustainable. The amount of the Elementary and Secondary Education Act (ESEA) Title I Part A administration funds that are provided to the Monitoring and Compliance Branch (MAC) for the FPT salaries is not enough to cover salaries and fringe benefits for 3 Institutional Analysts. As such, eventually, there will need to be a reduction in staffing. This will have a detrimental effect on the Department being able to meet federal compliance under ESEA as MAC will not have enough capacity to provide adequate support and properly monitor ESEA federal programs.

The challenge to retain and attract highly qualified Individuals with Disabilities Education Act (IDEA) staff will continue. This will have a negative impact on MAC's ability to provide sufficient monitoring, accurate, and timely federal reporting, and technical assistance support for IDEA.

The ombudsman position is a requirement under ESEA §§ 1117(a)(3)(B) and 8501(a)(3)(B) and the Hawaii State Department of Education (Department) must continue to search for funds to meet the federal requirement for this position.

The Department is the recipient of over \$100 million dollars in federal education funding each year and is required to monitor the use of federal funds under 2 C.F.R. Part 200 §200.329.

25240 ICAA CI-QUALITY AND PERFORMANCE

REF 7967

SUPPORT FOR COMPLEX AREAS

Detailed Justification of Request

The Indexed Complex Area Allocation is the primary source of funds for operations at the fifteen Complex Areas. Complex Areas continue to play a critical role in supporting and monitoring school operations, which has become more challenging as schools continue to offset the impact from the pandemic with enhanced health and safety, social-emotional, and academic programs.

Complex Area Superintendents need support to address the increased needs of their schools and students. Inflation has negatively impacted Complex Areas' purchasing power at the same time that increased demands to conduct investigations and provide accommodations (Section 504 of Rehabilitation Act) have strained Complex Area budgets. Providing funding for additional capacity will help alleviate the growing stress on existing staff and will prevent further delays in impacted processes.

Without added support, the existing staff will need to continue to perform the overflow of duties and tasks which may result in a delay in their completion, resolution, and/or implementation. This will impact 15 Complex Areas that support 295 schools and all 170,000 students.

Impact Statements

Without added support, the existing staff will need to continue to perform the overflow of duties and tasks which may result in a delay in their completion, resolution, and/or implementation. This will impact 15 Complex Areas that support 295 schools and all 170,000 students.

91099 RECONCILE TO EDN100

REF 7970

TRANSFER-OUT FUNDS FOR SALARIES FROM EDN100RR 'RECONCILE TO EDN100' TO EDN100AA 'WSF-INSTRUCTION'

Detailed Justification of Request

Housekeeping request to correct the FB 2021-23 collective bargaining salary distribution of \$1,266,431 to EDN100/RR 'Reconcile to EDN100' ProgID #91099. The funds should instead be reflected in EDN100/AA 'Weighted Student Formula (WSF) - Instruction' ProgID #42101.

The FB 2021-23 salary projection was not finalized before the collective bargaining distribution was due on the Form C to the Department of Budget and Finance. The funds were placed in EDN100/RR until the final salary projection informed the Department where in EDN100 to place the funds.

Impact Statements

If this transfer is not made, the collective bargaining salary distribution will remain in the wrong program.

42101: WSF-INSTRUCTION

REF 7971

TRANSFER-IN FUNDS FOR SALARIES FROM EDN100RR 'RECONCILE TO EDN100' TO EDN100AA 'WSF-INSTRUCTION'

Detailed Justification of Request

Housekeeping request to correct the FB 2021-23 collective bargaining salary distribution of \$1,266,431 to EDN100/RR 'Reconcile to EDN100' ProgID #91099. The funds should instead be reflected in EDN100/AA 'Weighted Student Formula (WSF) - Instruction' ProgID #42101.

The FB 2021-23 salary projection was not finalized before the collective bargaining distribution was due on the Form C to the Department of Budget and Finance. The funds were placed in EDN100/RR until the final salary projection informed the Department where in EDN100 to place the funds.

Impact Statements

If this transfer is not made, the collective bargaining salary distribution will remain in the wrong program.

Other References

[Link](#) to Means of Finance Codes

[Link](#) to DOE Office Acronyms

[Link](#) to Fiscal Year 2023 Appropriation Summary

[Link](#) to ESSER reports