

**DEPARTMENT OF BUDGET & FINANCE (B&F) PROGRAM CODE & DESCRIPTION/PURPOSES (LEVEL VI)**

This two-letter alphabetic code indicates a more specific type of program under the EDN Program ID. The codes can be referred to interchangeably as B&F “Org” or “Sub Org” Code.

The Org Code is the lowest level of the State’s program structure at which the Legislature appropriates funds. After the budget bill has been enacted, the Department has to determine which of its 5-digit Program IDs within the respective EDN and Org Code are affected by the appropriations.

For example:

- EDN100/AA refers to Weighted Student Formula
- EDN100/BJ refers to At-Risk Programs
- EDN100/BM refers to Athletics
- EDN150/FA refers to Special Education in Regular Schools

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
AA	Weighted Student Formula	<p>To assure 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.</p> <p>§302A-1303.6, Hawaii Revised Statutes, requires a weighted student formula (WSF) for allocating operating monies to individual public schools. The WSF includes a system of weighted characteristics affecting the relative cost of educating each student attending a public school. The WSF is a fair and equitable way to distribute funds for school budgets but does not address budgetary adequacy issues.</p>

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AB	Regular Instruction	<p>To assure 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.</p> <p>Federal Impact Aid funds allocated by the U.S. Department of Education is based on a count of all students whose parents are federally connected through employment or housing location. The count is based on an annual census and the annual payment can lag the student count by several years. The funds are used by the Department for statewide costs of facilities maintenance, auxiliary services, public charter schools, and utilities.</p>
BB	Vocational-Technical Education	<p>To provide high school students with education and training for employment purposes and/or progression into post-secondary education.</p> <p>The Vocational-Technical Education program focuses on preparing students for the high-performance workplace, including the development of high academic skills, thinking skills, and personal qualities as identified in the standards. The program is organized and administered to provide equitable educational opportunities for all students through a coherent sequence of courses which include work-based learning activities leading to employment and/or progression into post-secondary education.</p> <p>The program is offered in high schools throughout the state in grades 9-12. Included are funds for teachers, substitute teachers, staff development, classroom supplies, and classroom equipment.</p> <p>Schools may also expend their Weighted Student Formula funds for positions and other costs of the Vocational-Technical Education program.</p>

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BH	Summer School & Other Non-School Hour Support	To provide opportunities to extend student learning experiences during the summer and intersession breaks. The program is self-supporting through student payment of tuition fees. No state funding is provided for summer school.
BJ	At Risk Programs	<p>A. To increase the educational performance by improving the academic skills and competencies of the students referred to the program, and to enable them to meet the standards and the high school graduation requirements; and</p> <p>B. To improve the social and emotional competencies of the students through the counseling component of the program. The programs include Alternative Learning Centers (ALC) and Olomana School.</p> <p>The ALCs are on and off-campus educational programs which serve the identified severely alienated students who are referred by the school for appropriate placement, since their behaviors may jeopardize the learning of other students. The Olomana School program consists of diagnostic and instructional services at the Olomana Youth Center, Hawaii Youth Correctional Facility, and Detention Facility.</p>
BL	Student Activities	<p>To provide opportunities and experiences that will enable students:</p> <p>1) to learn leadership and cooperative skills; 2) to practice and apply what they have learned in the classroom; 3) to develop a positive concept of self; 4) to develop personal interests; 5) to develop responsibility to self and to others; 6) to develop personal and social relationships; and 7) to develop as participating citizens in school, community, state, national and/or world programs and affairs.</p> <p>This program area comprises some of the school and co-curricular activities that take place outside of the formal class period. Participation is voluntary and no school credit is given. These activities augment the instructional program and provide learning opportunities that go beyond the usual classroom setting.</p>

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BM	Athletics	<p>To provide high school students opportunities to participate in a variety of sports activities and organized interscholastic athletic competitions.</p> <p>The interscholastic athletics program is an integral part of the Department's educational program. It involves all high schools, with students participating in various interscholastic sports each school year. The program is conducted on a voluntary participation basis during non-instructional hours. However, students must meet the Board of Education academic requirements for participation in co-curricular activities.</p> <p>The program is financed from state general funds and the school athletic trust fund made up of revenues such as fund-raising activities, gate receipts, student athletic booklet sales, and donations. State general funds are provided for coaches' compensation, athletics health care trainers' salaries, Title IX compliance, and to assist with athletic transportation, equipment, and supplies. Funding for athletic health care trainers started in SY 1993-94.</p>
BQ	Learning Centers	<p>To provide for special and unique student needs, interest and talent by establishing learning centers in identified schools in each of the seven districts.</p> <p>Learning Centers are diverse and specialized programs organized around themes, subject areas, or career interests. These specialized programs are intended to meet the needs of diverse learners within the public school system. The programs are taught in innovative ways by outstanding teachers using high quality resources, equipment, and facilities. The centers are open to all public school students, regardless of district and school attendance boundaries, who are interested in acquiring or developing particular talents and skills in depth.</p> <p>Examples of programs at learning centers include performing arts, communication arts, graphic arts, business and computer technology, engineering and technology, agriculture, science and technology, media communications, world languages, international studies, music, performing arts, culture and the arts, marine science, career and technical education, health, and occupational studies.</p>

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BR	Driver Education	To provide high school students the skills, knowledge and attitudes to allow them to effectively and safely operate an automobile.
BS	Junior Reserve Officer Training Corps	<p>To conduct a Junior Reserve Officer Training Corps (JROTC) program in Hawaii's high schools based upon student interest and in accordance with existing agreements between the Department and the United States military services.</p> <p>JROTC is a four-year elective high school program. The purpose of JROTC is to motivate young people to become better citizens by promoting and developing good citizenship, strengthening self-esteem, developing leadership potential, providing an alternative to gangs, providing incentives to live drug-free, improving physical fitness, and stressing the importance of completing high school. There are currently 24 high schools in the Department with JROTC programs: 15 Army programs, four Air Force programs, four Navy programs and one Marine program.</p>
BV	Hawaiian Language Immersion Program	To provide, on a limited site basis, instruction and educational experiences based on the standards through a culturally relevant curriculum that uses Hawaiian as the language of instruction.
BX	Other Instructional Services	To provide services to meet unique needs of students through enrichment and supplemental learning experiences. This program is a grouping of a variety of sub-programs which support, extend or enrich the regular instructional program. Most of the programs are difficult to provide in the regular school setting or schedule.
BY	Resources for New Facilities	To provide the essential equipment, textbooks, library books, and position-related furniture for new classrooms and facilities.

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CB	School Administration	<p>To facilitate the operation of school programs by providing management and operational support services.</p> <p>This program is concerned with the effective support of schools by providing centralized processing services for courier and bank deposit services; Junior Police Officers (JPO) insurance; clerical substitutes and overtime; school information system; school networking system; teacher substitute system; reimbursement for lost textbooks, equipment, and fire losses; and resources to support achievement of Western Association for Schools and Colleges (WASC) accreditation for all schools. These services are provided above and beyond the regular school administration program administered by each school.</p> <p>A. Substitute system: Provide framework for school/complex selection and hiring of substitute teachers to provide instructional services in the absence of regular teachers. Provide services to enable (1) teachers and schools to report teacher absences/leaves 24 hours a day; (2) computer matching and appropriate assignment of substitute teachers to jobs for all schools; (3) electronic verification of jobs at the job site via network connection for substitute teacher payroll; and (4) automated teacher leave data transmittal to the Office of Fiscal Services for leave accounting.</p> <p>B. Resource development – federal grants search, development, and application revolving fund: HRS §302A-1405 established a federal grants search, development, and application revolving fund into which shall be deposited the Department's share of federal indirect overhead reimbursements. The Department may expend funds in the federal grants search, development, and application revolving fund to search for discretionary grants and develop program applications to secure additional revenues for the Department. Moneys in the revolving fund may be expended for consultant services and operational expenses, including the creation and hiring of temporary staff.</p>

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		<p>C. Educational Research and Development Revolving Fund: HRS §302A-305 established an education research and development revolving fund into which all revenues from the commercial exploitation of products and services developed by the Department are deposited. The fund shall be used to support research and development of innovative curriculum, instructional aids, related technologies, and the related administrative costs of seeking and maintaining such commercialization.</p>

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CJ	Hawaiian Studies	<p>To support students in appreciating, understanding, and developing Hawaiian perspectives, knowledge and practices.</p> <p>The Hawaiian Studies Program fulfills the mandate of the 1978 State Constitutional Amendment to promote the study of Hawaiian culture, history and language by providing for a Hawaiian studies program and using community expertise as a suitable and essential means of furtherance of this program.</p> <p>In the elementary grades, native speaker Hawaiian kupuna (elders) and other community resource persons are trained to assist classroom teachers in teaching Hawaiian language, culture and history to all K-6 students and to serve as native sources of culturally accurate and authentic instruction. Classroom teachers integrate Hawaiian cultural values, practices and concepts into their teaching of the various content areas when appropriate.</p> <p>Hawaiian language and cultural studies in secondary programs are offered through two required courses, Hawaiian Monarchy and Modern History of Hawaii, and through various elective courses which deal with specific aspects of Hawaiian culture. Activities of the program include:</p> <ul style="list-style-type: none"> <li>A. Direct instructional services through kupuna, community resource persons, and regular teachers;</li> <li>B. In-service training of kupuna in instructional techniques and classroom management;</li> <li>C. In-service training of regular teachers to work with kupuna and to integrate the content of Hawaiian studies into the regular classroom instruction; and</li> <li>D. Curriculum development of materials for Hawaiian language, culture, and history, and integration of Hawaiian studies content into the standards.</li> </ul>

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CN	Employee Benefits Program	<p><u>Workers' Compensation</u>  To minimize the economic losses to Department employees resulting from a work related injury or illness by providing and facilitating payments so that benefits are paid promptly and with minimum amount of dispute or litigation and plan and administer the Workers' Compensation (WC) Program for Department employees, students, and adult volunteers who are providing services to the Department, including the processing all WC benefits as required by the State of Hawaii Workers' Compensation Law (Chapter 386 HRS). The WC Program determines the eligibility of WC claims and processes benefits in accordance with WC Law. Claims adjusters are assigned WC claims from all school districts and offices. Complex WC cases may be assigned to the WC Supervisor. All WC positions are budgeted in EDN 300/KO, Office of Human Resources.</p> <p><u>Unemployment Insurance</u>  To manage cost and financial accounting of unemployment insurance benefits for Department employees; prevent unwarranted costs by promoting employment practices that balance the employment needs of schools with the least unemployment liability; and reduce costs by seeking reversal of employee eligibility when benefits appear to be erroneously based or inconsistent with state and federal laws.</p> <p>The Hawaii State Department of Labor and Industrial Relations accepts and adjudicates claims, and then charges all payments to the Department. The Department is charged with funding payments. The Department currently has no positions dedicated to management of this program.</p>

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CQ	Hawaii Content and Performance Standards	<p><u>School Accountability</u></p> <p>To monitor and support the performance of schools and schools’ professional staff as a collective unit.</p> <p>The System Evaluation and Reporting Section, Systems Accountability Office, administers the Department’s school accountability program. The school accountability program produces annual reports on school and system performance on measures for which the schools or the school system are accountable. The section’s reports include measures of “customer satisfaction,” the School Quality Survey, individual school reports as required by the federal Every Student Succeeds Act (ESSA), and comprehensive school and system reports required by §302A-1004, Hawaii Revised Statutes. The section also provides technical assistance to staff and line offices on the interpretation and appropriate use of school and student data.</p> <p><u>Standards Resource Development</u></p> <p>To assure all children are instructed consistent with the standards so they will attain the standards and meet the benchmarks required by the federal Every Student Succeeds Act (ESSA). This program provides for the development of high-quality standards-based resources/tools to allow for consistent and systemic implementation of standards-based instruction, assessment, grading, and reporting.</p> <p>The Standards Resource Development funds are sub-allocated to various Department offices to address: 1) refinement of the elementary standards-based report card and production of standards-based report card guides, brochures, parent and community informational materials and staff development modules available in print, on-line and video; 2) development of the secondary standards-based report card and related communication and staff development tools delivered through a variety of media; 3) development and refinement of benchmark maps by grade level and courses and standards-based curriculum guides for the nine content areas;</p>

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		<p>4) development and refinement of integrated standards-based training modules for each content area which overtly address curriculum and assessment mapping and a variety of effective instructional and assessment strategies; 5) development of standards-based course and grade level curriculum outlines; 6) development of standards-based recommended textbooks and program lists for each content area; 7) development of a variety of staff development delivery models to ensure that geographic location is not a barrier to accessing quality staff development opportunities by teachers, administrators and paraprofessionals; and 8) development of a comprehensive web-based site which provides all of the content area standards, standards-based tools, analysis of recommended textbooks and programs, quality units and evidences of student works.</p> <p><u>Common Core</u>  To provide a consistent, clear understanding of the knowledge and skills that students need for success in college and careers. Governors and state commissioners from 48 states (including Hawaii), the District of Columbia and two territories committed to developing a common core of state standards for proficiency in English language arts and mathematics for grades K-12. The Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, and Mathematics define the knowledge and skills students need to succeed in college and careers when they graduate. Last year, Hawaii’s public schools began implementing these new standards, starting in grades K-2, 11-12, as well as in algebra II courses. By the school year 2013-2014, the CCSS will provide the basis for instruction and assessment at all grade levels.</p>
DB	Every Student Succeeds Act (ESSA)	To support education reform designed to improve student achievement and change the culture of American education.
DE	State/Local Community Sch Health Project	The last allocation exhibit for this program was in FY 2012-13.

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DH	Education of Native Hawaiians	<p>To develop an improved educational system for Native Hawaiian children that includes culturally responsive instructional approaches and excellent teachers.</p> <p>To provide funds for repair and maintenance (R&amp;M) projects at schools with high Native Hawaiian student populations. The funds are used to complete R&amp;M projects at qualifying public schools. These completed projects improve the conditions of public school facilities and create better learning environments for students, and better work environments for teachers and school staff.</p>
DR	Department of Defense	<p>To provide federal assistance to Local Educational Agencies with military dependents. The grant funds are received from the U.S. Department of Defense (DOD) on the basis of applications made by the Hawaii Department of Education. Funds are subsequently allocated to requestors per project proposal documentation based on reviews by the Superintendent and Board of Education.</p>
DQ	Student Scholarships	<p>To provide \$1,500 scholarships to Byrd Scholars selected on the basis of high academic achievement. To provide funds for low income students to increase educational opportunities and student access to Advanced Placement tests.</p> <p>The Robert C. Byrd Honors Scholarship Program is a federally-funded program which promotes student excellence and achievement by granting scholarships to exceptionally able students who show promise of continued academic excellence. The \$1,500 Byrd scholarships are awarded to public and private school students who will attend full-time in their first year of attendance at any higher education institution. Awards can be renewed for up to three additional years, provided that funds are appropriated and students remain eligible.</p> <p>The Advanced Placement fee program is used to reduce the costs to students of College Board and International Baccalaureate exams.</p>

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FA	Special Education in Regular Schools	<p>To ensure that student learning takes place within an educational, social, and emotional context that supports each student's success in achieving the standards.</p> <p>State and federal laws, Department Administrative Rules, and court orders require the Department to make available a free appropriate public education to all children with disabilities, ages 3 to 20, regardless of the severity of their disability. These rules and regulations require the development of individual transition plans for each student with a disability. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) states that transition planning must begin at age 14. The purpose of transition planning is to assist students with disabilities in preparing for post-secondary education and training programs, adult services, and community living.</p> <p>The educational program for disabled students is designed to include all aspects of the educational program and those special techniques, methods, materials, facilities and services that will allow them to receive a free appropriate public education. Instruction is provided in accordance with the Individualized Education Program (IEP) developed for each student. A continuum of services and educational settings is available to students with disabilities.</p> <p>Resources are necessary to provide special education instructional services to eligible students with disabilities and to meet the Department's staffing standard for special education services. The program provides for special education (SPED) teachers and educational assistants (EAs).</p> <p>This program includes the federal Impact Aid funds which are used to offset some special education staffing costs.</p>

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FB	Special Schools	<p>To ensure that exceptional children who are disabled achieve according to their potential by providing special education programs and services that meet their unique needs.</p> <p>Students with severe disabilities attend the Hawaii School for the Deaf and the Blind. The severity of the needs of these students requires a more restrictive placement than the regular school allows.</p>
FC	SPED Services During School Breaks	<p>To ensure that student learning takes place within an educational, social and emotional context that supports each student's success in achieving the standards.</p> <p>The program, formerly called Special Education Summer School, provides the necessary resources for the operation of a summer school program for special needs students and provides services attributable to the Extended School Year (ESY) program during the summer and other modified-calendar-school intersessions.</p> <p>State and federal laws, Department Administrative rules, and court orders require the Department to make available a free appropriate public education to all children with disabilities ages 3 to 20 regardless of the severity of their disability.</p> <p>The educational program for disabled students is designed to include all aspects of the educational program and those special techniques, methods, materials, facilities and services that will allow them to receive a free appropriate public education. Instruction is provided in accordance with the Individualized Education Program (IEP) developed for each student. A continuum of services and educational settings is available to students with disabilities.</p> <p>State and federal laws require the provision of ESY services to eligible children as determined by members of the IEP team. Factors or standards considered by the team include, but are not limited to, the nature and severity of the disability, areas of learning crucial to attaining independence, extent of regression, and rate of recoupment. Students with disabilities eligible for ESY receive instruction based on their IEP.</p>

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		<p>Directors, teachers, educational assistants, clerical staff and custodial staff are hired on an hourly basis to provide educational services to eligible students during breaks in the school year. The number of staff needed is dependent upon the number of students receiving ESY services.</p>
FD	Other Special Education Services	<p>To assure that student learning takes place within an educational, social and emotional context that supports each student’s success in achieving the standards.</p> <p>This program provides funding for contract services, attorney and related fees, and state-level support positions for transition services.</p> <p>Procedural guidelines in Chapter 56 and Individuals with Disabilities Education Act require that parents be part of the Individualized Education Program (IEP) plan team that develops the educational program and decides on the place or placement where the program will be offered. The guidelines also indicate that when the required service is not available “in-house” and/or resources are not available to provide the required service, the Department must pay for contracted services.</p> <p>Resources are provided for students who are receiving services at an in-state or out-of-state private school and/or a Department of Health (DOH) Contracted Therapeutic Facility. In cases where placement at a State of Hawaii, Department of Education setting is not available/not acceptable to the IEP team, an in-state or out-of-state private school placement, or a DOH Contracted Therapeutic Facility may be the only alternative. The guidelines also indicate that when the required service is not available “in-house” and/or resources are not available to provide the required service, the Department of Education must pay for contracted services. The program also provides funds for the payment of services received through a Memorandum of Agreement between the Department of Education and the Department of Health for contracted therapeutic facilities. Remaining funds are allocated to the districts for payment of tuition for students placed in private in-state educational facilities.</p> <p>The program also provides for payment of Department obligated attorneys and related</p>

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		fees that result from due process hearings and/or out of court settlements; and provides for special education programs and services that meet the unique needs of exceptional children who are disabled.
GB	Administrative Services	<p>To provide state leadership and direction in curriculum and instruction to assure statewide availability of effective quality curricula, programs and related services, including federal Every Student Succeeds Act (ESSA).</p> <p>Administrative Services refers to the leadership and direction in curriculum planning and implementation, student support services, and professional development and works with schools to ensure high quality and effectiveness in a comprehensive program of education administered on a statewide basis from pre-school-kindergarten through adult education.</p> <p>Specific activities include the following:</p> <ul style="list-style-type: none"> <li>A. Provide leadership and monitor the work of two branches headed by directors.</li> <li>B. Provide program leadership and services related to the standards, Quality Student Support Services and Every Student Succeeds Act (ESSA).</li> <li>C. Provide program leadership, support and services related to the implementation of the standards and College and Career Ready Diploma.</li> <li>D. Provide direction and guidance and promote professional growth through a coordinated, quality professional development program, including but not limited to communities of practice, individual conferences, regular meetings, seminars, and written Communication.</li> </ul>

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		<p>E. Maintain effective communication and cooperation between administrative service and other state/district and complex offices through timely visits, consultations, and written communication.</p> <p>F. Provide the Board of Education, Superintendent, and complex area superintendents with advice on all matters relating to curriculum planning, standards implementation, professional development, student support services, ESSA, and school reform. This involves supporting schools by analyzing various instructional problems, evaluating ongoing curriculum strategies, keeping up-to-date on new instructional strategies and materials, and, in general, providing statewide leadership on all matters relating to curriculum and instruction, and monitoring results.</p> <p>G. Assume oversight for programs with special and unique considerations such as interscholastic athletics.</p> <p>H. Maintain effective relationships with outside agencies, both public and private.</p> <p>I. To continue implementation of reform started with Race to the Top.</p>

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GC	Instructional Support	<p>To provide curricular and instructional leadership, support, and research and development services in regular education to all schools in the public school system.</p> <p>The Curriculum and Instruction Branch (CIB) is responsible for developing, implementing, and refining the standards, and for providing curricular and instructional research and support to all schools in the Hawaii public school system to enable all students to attain the standards. The scope of work includes providing curricular and instructional leadership and support in the following content areas: language arts, mathematics, science, social studies, fine arts, world languages, health, physical education, and career and life skills. CIB also provides related standards-based special services to schools through the various system-wide programs such as Hawaiian language immersion, Hawaiian studies, JROTC and Special Education.</p>
GD	School Leadership and Improvement	<p>To facilitate school leadership and improvement at all schools, including the lowest-performing schools, by implementing continuous improvement processes (including comprehensive needs assessments, data teams, self-study, and community engagement activities) that lead to the development of academic and financial plans that target the root causes for the lack of improvement.</p> <p>To provide administrative support for the Special Programs Management Section (SPMS) of the Student Support Branch (SSB).</p>

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GG	Advanced Technology Research	<p>To research and disseminate information on new and emerging technologies that support the instructional and administrative operations of the public school system, and provide infrastructure and technical consultation in the implementation of new technologies. The activities of the program include coordination of strategic plans with appropriate program managers to improve facilities and services in order that they meet present and future requirements for information processing, communications, instruction, and administration of educational programs.</p> <p>To provide infrastructure and administrative support for the Student Support Branch (SSB).</p>
GH	Teacher Improvement Services	<p>To improve the quality of instruction by providing training and services that support the professional growth and development of teachers throughout the system.</p>
GJ	Leadership Development	<p>To train, develop and support administrators at every level (principals, vice-principals, athletic directors, and teacher leadership teams) to enable them to gain the skills, knowledge, and strategies as leaders to focus their school improvement efforts on standards-based education and to support the Strategic Plan. In addition to sponsoring institute-initiated activities such as workshops, conferences, planning and facilitation services for schools, the Professional Development and Educational Research Institute (PDERI) responds to requests for training, mentoring, and other consultative services requested by complexes, districts and other state offices.</p> <p>To support the Administrator Certification for Excellence (ACE) program to provide quality administrators for the schools; to train, prepare and support new school administrators and to certify them.</p> <p>To promote high student achievement by supporting the complex area superintendents and principals in their pivotal roles to implement the directions of the Board of Education and State Superintendent in redesigning schools.</p>

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GM	Technology In Education	To provide all students equal educational opportunities through technologies that overcome limitations of geographic isolation and limited resources; to facilitate distance learning education through the improvement of the quality and increased quantity of instruction and instructional delivery alternatives; to promote humanitarian experiences and environments that foster global respect and caring for others through the use of telecommunication and advanced technologies; and to promote efficient and effective use of human and material resources.
GN	School Complex Resource Services	To support and assist school administrators and teachers in the planning and delivery of effective instructional services to students. To facilitate the operations of the schools by providing management, fiscal, planning, logistical, and other related supporting services.
GP	Systems Accountability	<p>This program addresses the planning and evaluation functions, standards assessments, and standards training:</p> <p>A. <u>Planning and Evaluation:</u></p> <p>To provide support to the Superintendent by overseeing the comprehensive statewide accountability system, which includes student assessment, school evaluation, and system evaluation. The office also provides Departmental planning, evaluation, and test development and administration services.</p> <p>This program also includes the National Assessment of Educational Progress (NAEP) state coordinator who serves as a liaison between the Department and the National Center for Education Statistics (NCES) which administers the NAEP.</p> <p>B. <u>Standards Assessments:</u></p> <p>To design, implement, and provide a statewide student assessment program for the school system; assist schools in monitoring the academic performance of students;</p>

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		<p>support schools with the use of sound classroom assessment practices; and, provide technical assistance and serve as a resource for matters related to student assessment.</p> <p>C. <u>Standards Training:</u> To assure that all children are instructed consistent with the Standards Training and meet the benchmarks as required.</p>
GQ	Homeless Concerns	To ensure that homeless children and youth have access to a free and appropriate education. States are called upon to review and revise laws and policies to eliminate barriers to the enrollment, attendance, and success in school of homeless children and youth, and to include homeless students in the mainstream school environment.
KC	Board of Education	To promote excellence and equity in Hawaii's public schools and enable all students to meet their own unique and varied potentials, and to promote excellence and equity in Hawaii's public library services so that all individuals can meet their reading, information, and lifelong learning needs.

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KD	Office of the Superintendent	<p>To plan, direct and administer the various activities of the Department under the general direction of the Board of Education and within the scope of law and established policies and regulations.</p> <p>The Office of the Superintendent:</p> <ul style="list-style-type: none"> <li>A. Recommends departmental policies and organization of the school system for approval of the Board of Education and the Governor, and upon approval, directs their implementation;</li> <li>B. Recommends to the Board of Education administrative rules, regulations, and procedures governing the conduct of Department activities related to the school system of the State;</li> <li>C. Maintains an effective working relationship between the Department and the Governor, Legislature, other government officials, the general public, military, business and community organizations and education officials of other jurisdictions;</li> <li>D. Plans, directs and administers the activities related to the school system of the Department; and</li> <li>E. Monitors the adequacy and effectiveness of the Department's system of internal controls and the quality of performance.</li> </ul>
KF	Fiscal Services	<p>To manage the Department's budget, accounting, payroll, vendor payment, leave management, and procurement activities and systems to serve the needs of the schools, school complexes, complex areas, and the state central office; to develop and implement long-term and short-term financial activities; and to provide timely, accurate, and user-friendly information and reports in each of the respective areas (i.e., clear guidelines/procedures for completion of documents, and ensuring the guidelines/procedures are aligned with the Department's goals and objectives).</p>

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KH	Civil Rights Compliance	<p>A. <u>Civil Rights Compliance</u>. To ensure that the Department of Education complies with federal and state civil rights laws as it relates to employees and students, and ensures that those who participate in departmental programs, services, and activities, are not discriminated against due to specified protected classes.</p> <p>Drafts and implements anti-discrimination and equity policies and procedures, including accountability reporting procedures for discrimination claims made against the Department. Conducts civil rights investigations and coordinates special assignment investigations for the Department. Responds on behalf of the Department to discrimination charges raised by federal and State enforcement offices. Negotiates settlement agreements with federal and State enforcement agencies as it relates to civil rights claims against the Department. Conducts training of Department administrators, employees, and students as it relates to preventing and eliminating discrimination in the workplace and at the schools.</p> <p>B. <u>Administration Rulemaking</u>. To enable the Board of Education to promulgate, adopt, amend, repeal, and maintain administrative rules for the Department, in accordance with State and federal laws and rules, as well as Governor’s directives. Oversees the preparation of proposed promulgation, adoption, amendment, and/or repeal of administrative rules, including drafting, board committee and full board preparation, processing to the Department of the Attorney General and the Office of the Governor and Lieutenant Governor, public hearings, approval, codification, and compilation of such rules.</p> <p>C. <u>Litigation Coordination</u>. To assist with the overall coordination of Department of Education lawsuits with the Department of the Attorney General. Facilitates the gathering of departmental documentation for request for production of documents, interrogatories, admissions, and other such motions and pleadings. Coordinate witness depositions, statements, and other necessary meetings with various deputy attorneys general.</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
KO	Human Resources	<p>To provide statewide employment and personnel management services and programs within the framework of established laws, policies, collective bargaining agreements, administrative rules, and principles of personnel management for the Department.</p> <p>These services and programs involve recruitment, personnel transactions, employee background checks, classification and compensation, substitute teacher and casual employment, grievance handling, performance management, collective bargaining negotiations, contract interpretations, consultations with the unions, workers' compensation, employee health benefits and certain awards, tax sheltered annuity program, certain professional development functions for teachers, administrators and other educational officers, compliance and monitoring certain Federal funds and highly qualified teacher requirements, and the maintenance of Office of Human Resources databases to support personnel activities.</p>
MB	Food Service Administration	<p>To provide state administrative services for the efficient and effective operation of the school food services program.</p> <p>The School Food Services Branch, in the Office of School Facilities and Support Services, provides oversight for the following areas:</p> <ul style="list-style-type: none"> <li>A. Develops and monitors the program budget for personnel, equipment, food, and supplies;</li> <li>B. Plans food service facilities and renovations in cooperation with schools, the Facilities Branch, and architects;</li> <li>C. Recommends levels of staffing for the cafeteria;</li> <li>D. Monitors federally donated commodities</li> <li>E. Serves as consultant to district/school administrators and managers to assure equal service to all students; and</li> <li>F. Provides basic nutrition education training for all school food service managers.</li> </ul>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
MC	Office of Hawaii Child Nutrition Program	<p>The Office of Hawaii Child Nutrition Program (<i>OHCNP</i>) is responsible for developing and administering program plans, budgets, policies, standards, and specifications for the United States Department of Agriculture (USDA) Food Nutrition Programs which receive funds and commodities from the USDA grants for the State of Hawaii. This office serves as the primary contact with the USDA for all issues concerning the administration and operation of all Food Nutrition programs in Hawaii including agencies that are outside of the Department of Education.</p>
MD	Food Services	<p>To provide nutritious and attractive meals to the maximum number of public school students at a minimum charge, and accommodate vended meal service to other state and local agencies such as child care centers and elderly programs.</p> <p>School Food Services Branch (SFSB) personnel provide school level training to cafeteria managers and cafeteria staff, support services, opportunities to increase participation, and oversight of the United States Department of Agriculture (USDA) meal service programs to all Department public schools.</p> <p>The School Food Services Program provides breakfast, lunch, and supplementary food for public school students. Meals must comply with USDA nutrition goals, one-third of the Recommended Dietary Allowances (RDA) for lunch, one-fourth of the RDA's for breakfast, age appropriate calorie goals, and recommendations from the Dietary Guidelines for Americans.</p> <p>Cafeteria supervision includes menu planning, food purchasing, collecting lunch money, maintaining fiscal records, maintaining inventory records of food supplies and cafeteria equipment, supervising and training cafeteria staff, maintaining health and sanitary standards, inspecting cafeteria operations, commodity storage and distribution, assessing staffing requirements and recruiting staff, developing short- and long-range plans for the food services program, policy formulation and development of standards and best practices.</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
NB	Special Education for the Disabled	<p>To meet the IEP goals and objectives of children with disabilities, ages 3 to 20, who meet the certification requirements of special education and related services.</p> <p>Under Public Law 105-17, as amended by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), projects are conducted at state, district, and school levels to supplement state-funded activities. Project funds are used to provide all eligible students a free appropriate public education in the least restrictive environment. Approved projects must comply with all requirements of IDEA as stated in Hawaii's State Plan for Part B Compliance with P.L. 105-17, and IDEA. Hawaii services in excess of 19,000 students with disabilities, ages 3 to 20, in regular schools, special schools, and public charter schools.</p> <p>A program to implement transition plans for each special education student, beginning at age 14, from school to adult life is also included.</p> <p>P.L. 105-17 federal funds are provided on a per pupil basis based on the December 1 child count figures.</p>
ND	Preschool for the Disabled	<p>To meet needs of children with disabilities, ages 3, 4, and 5, who meet the certification requirements for special education and related services.</p> <p>The Section 619 Preschool Project of IDEA specifically targets preschool students with disabilities and their parents. Research has demonstrated that early intervention services are an effective means to ameliorate the impact of disabilities on children, and are shown to decrease their need for specialized services in later life. The Department serves approximately 1,400 preschool students with disabilities. Approved projects must comply with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
OB	School Facilities and Support Services	<p>To provide leadership and direction of the department’s reprographics, facilities construction, facilities maintenance, food service, and student transportation programs within the scope of applicable laws, rules, and regulations.</p> <p>To provide printed materials for the educational and administrative purposes of the Department’s schools and offices; and to provide planning, graphic arts, printing, and distribution services to the offices and schools of the public school system in the preparation, production, and delivery of printed materials.</p>
OC	Facilities Services	<p>To provide centralized services and coordination for all aspects of facilities development. These include planning, evaluations, budgeting, design services, project management services, construction management, and other professional and technical support as required statewide.</p> <p>To provide auxiliary custodial support services to schools. Support services include:</p> <ul style="list-style-type: none"> <li>· Power mowing, aeration, and fertilization of school fields on a regularly scheduled basis and on demand;</li> <li>· Student furniture purchasing;</li> <li>· Furniture, equipment, and other miscellaneous bulky item pick-up and delivery; and</li> <li>· Vector control (Oahu only).</li> </ul> <p>To provide centralized services and coordination for all aspects of facilities development. These include planning, evaluations, budgeting, design services, project management services, construction management, and other professional and technical support as required statewide. All facilities-related communication and coordination are provided from a central location.</p> <p>To administer the teachers’ housing program as the Department is responsible for planning, constructing, repairing, maintaining, and operating housing programs for teachers.</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
		Federal Impact Aid funds allocated by the U.S. Department of Education is based on a count of all students whose parents are federally connected through employment or housing location. The count is based on an annual census and the annual payment can lag the student count by several years. The funds are used by the Department for statewide costs of facilities maintenance, auxiliary services, public charter schools, and utilities.
OD	School Custodial Centralized Services	To maintain buildings and grounds in a clean, safe, healthy, and attractive condition. This program includes positions providing centralized services excluded from Weighted Student Formula.
OE	Utilities	<p>To provide the necessary utilities for the successful operation of schools with the minimum amount of disruption.</p> <p>The Utilities program provides electricity, water, gas, sewage, and telecommunication services for the schools. The utility services are provided by the various public utility companies for electricity, gas, and telecommunication line connections, city and county governments for water and sewage; U.S. government for water and sewage on federal property; and private companies for water where government services are not available. Energy conservation efforts in concert with State and Department administrative guidelines are part of the utility services.</p> <p>Federal Impact Aid funds allocated by the U.S. Department of Education is based on a count of all students whose parents are federally connected through employment or housing location. The count is based on an annual census and the annual payment can lag the student count by several years. The funds are used by the Department for statewide costs of facilities maintenance, auxiliary services, public charter schools, and utilities.</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
OG	Community Use of School Facilities	<p>To make available all public school buildings, facilities, and grounds for general recreational purposes and for public and community use whenever these activities do not interfere with the normal and usual activities of the school and its pupils as provided by law.</p> <p>The use of school facilities is governed by Chapter 39 of the Administrative Rules of the Department. Section 8-39-6 of this rule authorizes the school principal to collect fees and charges from the users of school buildings, facilities, or grounds. The Section also authorizes schools and district offices to expend money collected for the benefit of schools whose buildings, facilities, or grounds are being used.</p>
OI	Repairs and Maintenance of School Facilities	<p>To assist schools in addressing their repair, maintenance, and other facilities related needs. A repair and maintenance project is defined as expenditures necessary for the repair and maintenance of an existing item/fixture. The project may be initiated for preventative or routine maintenance, or to preserve or restore an existing facility to good condition.</p>
OJ	Environmental Services	<p>To provide for safe and healthy workplaces and schools free of hazardous wastes/chemicals.</p> <p>The hazardous waste removal program provides the means to identify, inventory, and dispose of known/unknown hazardous wastes/chemicals. The program includes planning and training, and seeks to meet federal, state, and local compliance and regulatory requirements. The disposal activity is conducted by certified professional companies.</p> <p>The program also addresses hazardous materials release episodes that require the proper response (containment, clean up, disposal and clearance requirements). It also assists in the remediation of indoor air quality concerns and helps address asbestos, lead in paint, and safe drinking water problems. Every three years, the program conducts an asbestos re-inspection of schools as required by federal law.</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
OS	School Facilities Authority	This is a new program ID established by the 2021 Legislature; as such, no objectives have been established for this program.
PB	Adult Education Administration	<p>To provide administrative and technical support to the districts and community schools, private trade, vocational, or technical schools.</p> <p>In conformance with §302A-432 and §302A-433 HRS, the Department establishes and regulates a statewide program of below college level courses and services of the following types: adult basic education, naturalization, high school completion, homemaking and parent education, cultural and recreational, adult literacy and community education.</p> <p>Additionally, the Department regulates the licensing of private trade, vocational or technical schools for the purpose of consumer protection. Major tasks include certifying school staff, reviewing curriculum, verifying schools have secured surety bond, providing technical assistance and monitoring.</p> <p>The state adult education staff is responsible for the statewide administration of the program. They assess needs, develop guidelines for funding and management of the program, perform program planning and budgeting functions, assist in securing and administering grant funds, conduct program monitoring and reporting, provide curriculum guides, and recommend their use. They also plan and coordinate training activities, program evaluations and instructional improvements, and administer the statewide General Educational Development (GED) testing program. They provide staff services to the Hawaii State Adult and Community Education Advisory Council and maintain communication with community agencies.</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
PC	Adult Community Schools	<p>To provide instructional and support services for adults in basic literacy, workplace literacy, family literacy, cultural and recreational services by assisting adults:</p> <ul style="list-style-type: none"> <li>A. To become literate and obtain skills for employment and self-sufficiency;</li> <li>B. Who are parents obtain educational skills necessary to become partners in the education of their children;</li> <li>C. In the completion of a secondary high school education;</li> <li>D. In becoming healthier and contributing members to their communities.</li> </ul> <p>The community schools plan, organize, administer and evaluate instructional programs; prepare operational expenditures and reports, and are accountable for all general, federal, special, and trust funds; coordinate programs with other agencies and organizations in the community; conduct registration, counseling and testing services for students; coordinate and provide adequate facilities/custodial services; interview, select and evaluate part-time teachers; provide orientation and in-service training for teachers; and develop and disseminate curricular programs for adult education.</p>
PD	Resources for Enrichment, Athletic/Academics, Culture and Health	<p>To improve outcomes and be better prepared for future success, REACH (Resources for Enrichment, Athletics/Academics, Culture and Health) program funds focus on providing students: learning opportunities for academic enrichment, including academic support and homework assistance; an array of enrichment programs and services to increase positive behaviors through character education; and activities promoting active and healthy lifestyles through athletics.</p>
PK	Early Learning	<p>To ensure that all children eligible for preschool have access to high quality early learning opportunities through the provision of direct educational services and the enhancement of the quality of and access to those service</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
RA	Special Olympics	<p>To ensure that students in special education are provided opportunities to participate in year-round sports training and athletic competition in a variety of sporting events. The yearlong events provide the students and their families positive and meaningful experiences. The Special Olympics program assists in portraying the many abilities and strengths of persons with mental retardation or those closely related to developmentally disabled.</p> <p>The program provides sport-specific training and technical assistance to teachers, educational assistants, and coaches to assist with physical education opportunities for students with and without disabilities. Special Olympics conducts leadership conferences for athletes and their families, school leaders, and coaches and provides a newsletter to all special education and physical education teachers.</p> <p>School personnel including teachers, educational assistants and others are provided training and technical assistance to ensure that the unique needs of the students with disabilities are met.</p>
RR	Reconcile Prog ID to Budget Act	To reconcile the appropriations act.
SA	Educational Assessment and Prescriptive Services	<p>To alleviate learning and/or adjustment problems of students by providing individual student assessments and related services such as psychological, social work, diagnostic or prescriptive, and speech, language, hearing, physical therapy, occupational therapy, and skilled nursing services.</p> <p>This program supports the instructional program by providing educational evaluations and recommendations for students with special learning and/or adjustment problems after school-level solutions have been exhausted. This includes disabled students who will also require reevaluations at least once every three years. It also includes the provision of speech therapy, school-based behavioral health, and occupational therapy and physical therapy services. Activities include psychological assessment, school</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
		<p>social work assessment and services, speech and hearing assessment and therapy, occupational and physical therapy, pre-academic/academic assessment, and follow-up services with teachers and parents. Schools may request district diagnostic services through the school's referral process, which is coordinated by the school's student services coordinator (SSC). The SSC works closely with the classroom teachers, counselors, school support personnel, school administrator and district diagnostic personnel to facilitate the delivery of appropriate school-based services and programs.</p> <p>To comply with Board of Education Policy, the school social worker program was established in concert with the Department's CSSS program. It provides support to students and their families at all support levels of the CSSS program.</p>
TA	Training and Retention	<p>To assist the Department in training and licensing special education teachers who will teach Hawaii's youth with disabilities.</p> <p>To implement and honor a memorandum of agreement with the University of Hawaii's College of Education to assist prospective teachers with tuition-free courses. To increase the production of teachers by providing students with tuition incentives.</p>
TD	Targeted Technical Assistance	<p>To provide financial support for technical assistance to school communities providing school-based services consistent with the Felix Sustainability Plan to develop the long-term sustainable community involvement necessary to achieve effective community and family engagement in the education of students with disabilities. This program includes funding for the Community Children's Council Office.</p> <p>Also, to provide administrative and financial support for monitoring and compliance functions to ensure that the Department of Education and each of its subunits are in full compliance with applicable federal and state laws, including those related to the education of students with disabilities.</p>

B&F ORG	LEVEL VI B&F ORG NAME	LEVEL VI PURPOSE
UA	Information and Technology Services	<p>To empower the Department's schools and offices by improving the planning, coordination, and delivery of technology-based information and telecommunication services.</p> <p>To coordinate the management of information resources for the public school system to reduce the redundancy of information collected and to promote the compatibility and accessibility of information across a variety of technology platforms.</p> <p>To enable the Department's schools and offices to take advantage of current and emerging information and telecommunication technologies in order to improve the efficiency, effectiveness and productivity of instructional and administrative programs.</p> <p>To coordinate the delivery of user-requested technical support and training services in the use of information and telecommunication technologies to schools and offices.</p> <p>A. The Financial Management System (FMS) is an on-line, school-system-wide integrated financial system. It is the primary means by which all Department expenditures are made, and by which appropriated state and federal funds are accounted for. It is designed for use at each organizational level within the Department and provides capabilities for purchasing, payments, cash receipts, journal vouchers, contracts, and fixed assets, as well as comprehensive accounting and reporting functions. FMS implements comprehensive controls to insure expenditures do not exceed allotted amounts, and provides users with a wide variety of on-line financial information to support day-to-day school operations.</p> <p>B. The Budget System consists of two major and functionally distinct systems:</p> <p>The first is the Budget Execution System and is an on-line system for allocating the Department's budget as appropriated by the Legislature and allocated by the Governor, to each school and administrative office. Each budget component is allocated and electronically distributed to schools and offices by this means. The system ensures budget consistency at every organizational level, so that aggregate</p>

B&F ORG	LEVEL VI B&F ORG NAME	LEVEL VI PURPOSE
		<p>lower level allocations can never exceed the appropriations from which they are derived. Transactions are completed using guidelines related to allowable movement of funds, carryover from prior fiscal years and adjustments to allocation of funds throughout the fiscal year. Funds are automatically transferred to FMS after allocations are placed in the budget system expenditure plan.</p> <p>The second system is the Budget Preparation System which is currently a system of programs containing a complex salary projection subsystem that incorporates data on each employee position and projects the salary for each position during the budgeting period (e.g., biennium), using individual employee seniority levels and bargaining unit contract data. The budget request database facilitates review, analysis, change, and approvals within the Department of the requested amounts. The system also generates reports that are used to prepare the formal budget request document for the Board of Education, Governor, and Legislature.</p> <p>C. School Information Systems (SIS) facilitates school operations and instructional program management through the automated processing of student and school information. Major functions supported by SIS include:</p> <ol style="list-style-type: none"> <li>1. Managing student enrollment and transfers;</li> <li>2. Student scheduling;</li> <li>3. Tracking of attendance and conduct;</li> <li>4. Recording/reporting marks and credits;</li> <li>5. Competency testing;</li> <li>6. Administering instructional programs;</li> </ol>

B&F ORG	LEVEL VI B&F ORG NAME	LEVEL VI PURPOSE
		<ol style="list-style-type: none"> <li>7. Reporting school management information;</li> <li>8. Managing school-community relations;</li> <li>9. Maintaining system support information; and</li> <li>10. Tracking of special education students</li> </ol> <p>In addition, workshops and in service training on the use and operation of SIS is provided to schools and offices.</p> <p>D. The Personnel/Payroll Systems consist of batch and on-line subsystems which process personnel and payroll transactions for all certificated salaried employees, most classified salaried employees and all casual non-salaried employees. The systems perform:</p> <ol style="list-style-type: none"> <li>1. Classified and certificated position tracking;</li> <li>2. Teacher applicant processing, referral, hiring, contracts, evaluation, and rehiring;</li> <li>3. Employee background check;</li> <li>4. Teacher licenses and credentials;</li> <li>5. Teacher salary classifications;</li> <li>6. Certificated employee job placement;</li> <li>7. Certificated employee records and records reporting;</li> <li>8. Substitute teacher records and job placement;</li> </ol>

B&F ORG	LEVEL VI B&F ORG NAME	LEVEL VI PURPOSE
		<p>9. Certificated and casual payroll;</p> <p>10. Leave accounting and leave sharing; and</p> <p>11. Workers' compensation</p> <p>E. To optimally use technical advances in automation and telecommunications and mitigate the disadvantages of geography, the Network Support Services (NSS) plans, develops, manages and operates the Department's statewide voice, data and video communications systems which support instructional and administrative operations. NSS also plans and engineers the Department's telecommunication infrastructure and operating environments and develops standards and recommendations for the wide area network (WAN) and local area network (LAN) telecommunications hardware and software.</p> <p>F. The Information Technology Support Centers (ITCs) assist with application testing, training and support on mission critical applications and technology-based initiatives for the Department. The regionally dispersed ITCs allow equal access to schools and offices across the state. Video conference capabilities further link these sites so travel costs and travel downtime are minimized while providing instructional and training opportunities for teachers and staff statewide.</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
VA	Student Support Services	<p>To facilitate the delivery of school-based instructional, health, psychological and social support services to students, and their families through the implementation of a comprehensive student support system in every school.</p> <p>This program has primary oversight and responsibility for addressing the need to provide a full array of services that encompass early intervention, prevention, remedial and corrective interventions; and as needed, therapeutic services in collaboration with other public and private departments, and organizations.</p> <p>This program also has responsibility for ensuring compliance with the federal mandates of the Individuals with Disabilities Education Improvement Act (IDEA as reauthorized in 2004), mandates of Section 504 of the Rehabilitation Act of 1973 and requirements related to the Office of Civil Rights and the Every Student Succeeds Act (ESSA).</p>
VC	Integrated Special Education Database	<p>To develop, implement and sustain systems which are used for case management, official enrollment count, staffing allocations, child count, tracking timelines, data management, sustainability reports, monitoring for state and federal compliance for IDEA, and producing other special requested reports and federally mandated data reports.</p> <p>The eCSSS database system integrates information from ISPED, Comprehensive Student Support System (CSSS) and Safe Schools Information System (SSIS) databases.</p> <p>The SSIS has been used to address discipline and suspension issues and produces data to assure appropriate services and/or interventions are provided to students to support achievement. Support has also been given to other systems which are planned to be integrated into eCSSS (e.g., Service Verification Module, etc.).</p> <p>Program activities include eCSSS reports design, monitoring and maintenance, reports testing and support, report specifications, support and monitoring of servers,</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
		troubleshooting application “flaws,” writing program and technical specs tasks, creating user profiles, maintaining support databases to monitor implementation progress (e.g., DOETest, training database, Sandbox, etc.), application design and testing, and training and supporting school personnel and private providers on an ongoing basis in the use of both applications. Program also includes activities that maintain data that is complete, current and accurate (e.g., workarounds, on-line user manual, “Frequently Asked Questions” database, and training tools and toolkit (such as “cheat sheets,” PowerPoint presentations, and Special Education forms).
WA	After-School Plus (A+) Program	<p>To support the statewide after-school care services for children of working parents at public elementary schools.</p> <p>The After-School Plus (A+) Program was a joint effort of former Governor John Waihee’s Subcabinet on Early Childhood Education and Child Care, the Board of Education, and the State Department of Education in 1989. The A+ Program brings affordable after-school child care services to children in public elementary schools whose parents work, attend school, or are in job training programs, so that the high incidence of latchkey children is reduced. The program provides a safe, secure and nurturing environment for children after school, and offers a rich variety of activities for the children. The overall goal of the A+ Program is to provide a program that fits interests and needs of children in a happy and stimulating environment.</p> <p>The program is supported by parent fees, and funds from the Department of Human Services (DHS) for students who are eligible through the free and reduced lunch program</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
XA	Alu Like, Inc.	To account for funds received through contract with Alu Like, Native Hawaiian Vocational Education Program in Maui, Windward, and Leeward Districts. It provides career education counseling for students, staff development programs and curriculum development of vocational education programs. This account is operated through funds received by the Department from Alu Like, Inc. and are deposited into the State Treasury.
XB	Donations and Gifts	To account for funds donated to the schools for specific purposes. Schools are required to expend funds according to the purposes of the donations. This account is operated through gifts and donations made to the schools, complex areas, and state office. Funds received are deposited with the State Treasury.
XC	Athletics	To account for funds collected through athletic events such as admissions, league share, activity book sale, and donations. Funds are expended to operate the various sports programs at the school. This account is operated by the collections connected with the athletic programs and funds collected are deposited with the State Treasury. Expenditures are made through this account for supplies and materials, travel, and other expenses related to the athletic program.
XE	Foundation and Other Grants	To account for funds received as grants and other donations from both private and state agencies for various projects administered at the state and district level. This account is operated through grants and donations received by the Department and funds are deposited into the State Treasury.
XF	Olelo - Educational Public TV	To account for funds received under contract with Olelo: The Corporation for Community Television. This account is operated from funds received from Olelo on a cost reimbursement basis.
XH	Office of Hawaiian Affairs Grants	To account for grant funds received from the Office of Hawaiian Affairs. This account is operated through grants received by the Department and funds are deposited in the State Treasury.

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
YA	Student Transportation	<p>To provide student transportation services to eligible students.</p> <p>The program provides bus transportation for students meeting the criteria stated in Chapter 27 of the Administrative Rules based on HRS §302A-406: “The department may provide suitable transportation to and from school and for educational field trips for all children in grades kindergarten to twelve and in special education services.”</p> <p>Personnel are located on Oahu, Hawaii, Maui, and Kauai. Services are delivered through contract agreements between the State of Hawaii and various school bus operators.</p>
YC	School-Based Behavioral Health Services	<p>To provide federally-mandated and Department-directed preventative and early intervention services to students in need of such services in order for them to benefit from the instructional opportunities necessary to achieve the General Learner Outcomes, standards, requirements of the Every Student Succeeds Act (ESSA), and the vision of the public school graduate.</p> <p>These services include functional behavioral and mental health assessments, the development and implementation of behavior support plans, individual, group, and family interventions, consultations with teachers and other service providers.</p>
YD	Targeted Technical Assistance	<p>To provide financial support for technical assistance to school communities providing school-based services to develop the long-term sustainable community involvement necessary to achieve effective community and family engagement in the education of students with disabilities. This program includes funding for the Community Children’s Council Office.</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
YE	Technical Support - Maui District	<p>To provide additional resources to Maui District to meet its unique tri-island district program needs.</p> <p>Due to court mandates, Maui's unique service needs, and lack of sufficient funding to keep up with the growing population of special needs students, Maui District has historically experienced difficulty meeting the educational and mental health needs of its students. This program assists Maui District to provide and sustain essential services in a timely manner. This program provides funds for personnel, equipment, payment of contractual costs and program activities to fulfill Maui District's obligation in meeting court mandates.</p>
YG	Services for Children with Autism	<p>To ensure that children who are disabled are provided a free, appropriate public education by providing specially designed instruction and related services that meet their needs and to achieve compliance with the guidelines of Hawaii Administrative Rules and the Individuals with Disabilities Education Improvement Act of 2004.</p> <p>State and federal laws, Department rules, and court orders require that the Department provide equal educational opportunities and free appropriate public education to all disabled children, ages 3 to 20, regardless of the severity of their disability.</p> <p>The program provides educational specialists, district autism consulting teachers (ACTs), school psychologists and human service professional positions to serve as overall liaisons for students with autism spectrum disorders (ASD) in their respective districts, assist their respective districts in the development of an array of services for students with ASD, and provide training on an ongoing basis to school staff and families. Educational assistants and account clerks also support the educational services provided to students with autism.</p>

<b>B&amp;F ORG</b>	<b>LEVEL VI B&amp;F ORG NAME</b>	<b>LEVEL VI PURPOSE</b>
YK	Other Related Services	<p>To provide support services to ensure compliance with state and federal laws, and Department rules, and court orders to ensure equal educational opportunities and free appropriate public education to all disabled children ages 3 to 20, regardless of the severity of their disability.</p> <p>To oversee and track contract compliance issues and to assist in the pursuit of federal Medicaid reimbursement claiming capacity within the Department of Education based on medically-related services provided under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), per Act 141, SLH 2005.</p>