

Committee on Weights XIII Report

Introduction and Recommendations for Changes to the Weighted Student Formula

Introduction:

The Hawai'i State Department of Education (Department) is committed to cultivating lifelong learners, compassionate and ethical citizens, and a college-and-career-ready populace. We must equip our students with the knowledge, skills, and values necessary to be globally competitive and locally committed, capable of thriving in the international arena while positively impacting their communities right here in Hawai'i. To achieve these aspirations, it is vital to provide schools with adequate and reliable funding, ensuring they can plan and deliver an equitable education experience, while acknowledging the characteristics of their student population.

During the summer of 2023, the Department convened the Committee on Weights XIII, known as COW XIII, to review the Weighted Student Formula (WSF) for school year (SY) 2024-2025 and beyond as authorized by Hawaii Revised Statutes (HRS), §302A-1303.6 ([Attachment A](#)). Based on recommendations from the Superintendent of Education and the Dean of the University of Hawai'i at Mānoa's College of Education, the composition of COW XIII was approved by the Hawaii State Board of Education (Board) during their March 2, 2023 meeting ([Attachment B](#)). Pursuant to HRS §302A-1303.5 ([Attachment A](#)), the COW XIII's twenty-one members consisted of principals, teachers, and other members with the appropriate professional skills, experiences, and qualifications needed to facilitate the work of the committee.

Led by Chairperson Kathleen Stanley and Vice-Chairperson Sean Tajima, COW XIII focused on equitably distributing funds to schools in a manner that, to the extent possible, provides predictable, reliable, and flexible funding for principals while taking into consideration the unique needs of each school and each student.

The members of COW XIII generously volunteered their time, shared their invaluable expertise, and actively engaged in numerous topic discussions.

COW XIII Members:

Member	Position and School / Office
Kathleen Stanley	Superintendent's Designee
Sean Tajima	Complex Area Superintendent, Campbell-Kapolei
Lori Rogers	Special Education Teacher, Kamakahalei Middle School
Leimomi Ka'aihili Leong	Teacher, Ke Kula Kaiapuni 'o Ānuenue
Nellie Estanique	School Administrative Services Assistant, Mauka Lani Elementary School
Cindi Ahuna	Complex Area Business Manager, Complex Area Castle-Kahuku
Kevin Drake	Complex Area Business Manager, Complex Area Baldwin-Kekaulike-Kūlanihāko'i-Maui
Dr. Nathan Murata	Dean, University of Hawai'i, College of Education
Brian Tatsumura	Trustee, Public School of Hawai'i Foundation
Katina Soares	Principal, Moloka'i High School / 'O Hina I Ka Malama
Steve Miyashiro	Registrar, Waipahu High School
Komarey Moss	Principal, Red Hill Elementary School
Jill LaBoy	Principal, Kailua Intermediate School
Mitchell Otani	Principal, Kalani High School
Christine Alexander	Principal, Waialua High and Intermediate School
Lynn Kobayashi	Principal, Kūhiō Elementary School
Daniel Espaniola	Principal, Kaunakakai Elementary School
Janice Blaber	Principal, Kealakehe Intermediate School
Kelcy Koga	Principal, Waiākea High School
Sharon Beck	Principal, Ka'u High School and Pāhala Elementary School
Jennifer Sueoka	Principal, Ha'aheo Elementary School

Formula Overview:

The WSF, established by Act 51, Session Laws of Hawai'i 2004, aims to distribute operational funds to schools fairly, taking into account the number of students served and the specific needs and characteristics of those students. Schools annually use a "tentative allocation" calculated by using projected enrollment counts to create financial plans for the upcoming academic year. The Financial Plan outlines the expected expenditure at the school level for necessities such as staffing, programs, and essential services. The WSF allocations are updated with the latest actual enrollment three times throughout the school year. The first allocation update relies on the Official Enrollment Count (OEC) taken on the 10th day of the school year. This allocation establishes the minimum level of funding that the school will have to work with. The remaining allocations occur at the end of the first quarter and again at the end of the second quarter. An upward allocation adjustment is made if a school's enrollment increases from the OEC.

Each school's initial funding is calculated by assigning a specific dollar amount for every enrolled student, commonly referred to as the "value of one." Additional funding is provided in recognition of the educational needs of students with identified characteristics that affect their learning and academic performance, necessitating extra support and resources to support schools in providing equitable access to education. These differentiated weights encompass various factors, such as Gifted and Talented, English Language Learners, Economically Disadvantaged, and Transiency.

Pursuant to §302A-1303.5, the COW may:

1. determine which moneys shall be included in the amount of funds to be allocated through the weighted student formula;
2. create a list of student characteristics that will be weighted;
3. determine specific student weights, including their value;
4. recommend a WSF to the Board; and
5. perform any other function that may facilitate the implementation of the WSF.

As such, COW XIII conducted a thorough review of the Department's general funded programs, current student and school characteristics, and deliberated proposed adjustments to the WSF.

It is anticipated that these COW XIII recommendations will be presented to the Board for its consideration in September 2023, which will allow for the calculation of schools' tentative allocations for SY 2024-2025 planning purposes. Prior COW agendas, minutes, recommendations, as well as Board actions may be viewed on the Department's website. ¹

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

Recommendations:

COW XIII formulated a proposal for the allocation of the Department's WSF appropriation to better support school operations. The goal is to distribute the funds in a way that reflects the actual cost of educating a student. This distribution plan also takes into account the objectives and strategies outlined in the Department's and Board's Strategic Plan 2023-2029, which serves as the State's blueprint for public education.

In formulating their recommendations, COW XIII considered various factors, including valuable input from principals and other stakeholders ([Attachment C](#)) who provided feedback and testimony. They also took into account information provided by program managers and drew from their own independent observations and experiences. Additionally, the members acknowledged the importance of continuously improving education delivery and services. Furthermore, COW XIII identified areas where the Board and the Fiscal Allocation Work Group (FAWG) may need to develop additional policies to support the recommendations made by COW XIII.²

COW XIII held four public meetings during the summer of 2023 to discuss and deliberate the following areas:

- I. Recruitment and Retention, Categorical Program Funds
- II. Purchasing and Procurement
- III. Enrollment
- IV. Kaiaipuni (Hawaiian Language Immersion Program/HLIP) Categorical Program Funds
- V. Gifted and Talented (GT) Weighted Factor
- VI. Transiency and Extraordinary Enrollment Fluctuations
- VII. Equity for Small and/or Remote Schools
- VIII. WSF Reserve Funds

Any recommended changes would take effect starting in SY 2024-2025.

² FAWG formulates and recommends a Special Education Per Pupil Allocation (SPPA) to the Superintendent. SPPA is used to distribute resources to fund special education teachers and educational assistants.

I. Recruitment and Retention, Categorical Program Funds

Issue: Should the Recruitment and Retention program funds be moved from categorical funding into the WSF? What is the \$37.2 million of general funds in the Recruitment and Retention program (Program ID 25222) used for?

Discussion: During the July 12, 2023, meeting, Office of Talent Management (OTM) Personnel Management Branch Director, Kerry Tom, and Personnel Specialist, Gary Nakamura, provided an overview of Program ID 25222.

Program ID 25222 is strictly designated for funding teacher pay differentials. They include differentials for special education (SPED) teachers, hard-to-staff geographical area teachers, and Hawaiian language immersion teachers.

The overall consensus of the COW XIII was that these differentials have helped to attract and retain teachers, with examples of long-term substitutes entering the SPED program due to the incentives.

Recommendation: No action required.

II. Purchasing and Procurement

Issue: Can the Department implement a centralized purchasing program to take advantage of its purchasing power? Will the ability to purchase from online entities such as Amazon improve equity and efficiency for schools?

Discussion: Tammy Keller, Acting Operations Director, Office of Fiscal Services (OFS), presented to the COW XIII during the July 26, 2023, meeting.

To procure items via Amazon, the Department requires a P-Card. This purchasing method is monitored by the Department of Accounting and General Services rather than the Department.

The Department currently has supply contracts with multiple vendors such as Office Depot. Amazon may be preferred due to lower shipping costs and faster delivery compared to traditional procurement methods. However, P-Card reconciliation is time-consuming and requires additional training.

Recommendation: No action required.

III. Enrollment

Issue: Homeschooling increased during the pandemic. What do enrollment projections look like? Will students return to school?

Discussion: At the request of the COW XIII, Deputy Superintendent Tammi Oyadomari-Chun and Colleen Matsumoto, Information Specialist with the Assessment and Accountability Branch, presented enrollment projections at the July 12, 2023, meeting.

Enrollment trends in Hawai'i have been stable, but the COVID-19 pandemic caused a "shock" in the enrollment trend. During the pandemic, the number of homeschooled students rose from approximately 2,500 per year to about 6,000 per year. Analysis shows that of the students who exited during the two years of the pandemic, only a third returned. Private school enrollment has remained relatively stable, with some fluctuations. Kindergarten enrollments declined after changing the entry age and dropped further during the pandemic.

Over 50% of the school exits are attributed to people moving out of the state. Declining kindergarten entrants is another factor. While the decline in kindergarten entrants plays a crucial role in the overall enrollment drop, it surpasses the decline in birth rates, suggesting that various factors contributed to the decrease in enrollment.

The projections predict a decline in overall enrollment. Although recent projections have been inaccurate due to the unusual circumstances surrounding the pandemic, there's hope that the deviation between projected and actual enrollment will return to more negligible levels in the future.

Graduation rates are increasing, which is helping to stabilize enrollment. Additionally, higher education enrollment is also facing declining numbers, mirroring the trend observed in other levels of education.

Recommendation: No action required. Continue to monitor enrollment trends and respond accordingly.

IV. Kaiapuni (Hawaiian Language Immersion Program/HLIP) Categorical Program Funds

Issue: Should Kaiapuni (HLIP) be moved from categorical funding into the WSF?

Discussion: During the July 26, 2023, meeting, Educational Specialist, 'Ānela Iwane of the Office of Hawaiian Education (OHE), provided an overview of the Kaiapuni program to the Committee.

OHE receives \$3.1 million for Hawaiian education, with \$2.9 million appropriated for positions, including 35 positions in schools. OHE collaborates with other state offices like the OTM for recruitment and the Office of Curriculum and Instructional Design (OCID) for curriculum development.

Kaiapuni education aims to teach the native Hawaiian language and culture, not merely translate English to Hawaiian. No standardized curriculum exists for Kaiapuni, so Kaiapuni teachers must create their own curriculum, adding additional work.

Some schools are expanding their Kaiapuni programs by adding grade levels. Since there are 45 vacancies in 22 schools for Kaiapuni teachers, finding qualified educators is an ongoing challenge.

Kaiapuni programs are open to students of any ethnicity; enrollment is based on the student's choice. Therefore, if the Kaiapuni allocation is moved into the WSF, it will be distributed to all schools. An additional concern of moving the Kaiapuni funds into the WSF is that OHE may lose the ability to track student and fund movements.

Unlike other weighted categories, Kaiapuni does not receive additional federal funds. Approximately 99% of students in the Kaiapuni program use Hawaiian as their second language, but the Hawaiian language is not considered English as a Second Language for funding purposes.

Recommendation: Status quo. COW XIII recommends that the Kaiapuni program remain categorically funded and not moved into the WSF.

Furthermore, the COW XIII recommends that additional categorical funds be sought from the Legislature to address the growing interest from students and their families to participate in Kaiapuni programs.

V. Gifted and Talented (GT) Weighted Factor

Issue: Should the GT weighted factor be adjusted?

Discussion: During the COW XIII meeting on July 12, 2023, Anna Viggiano, Educational Specialist from OCID, presented a comprehensive overview of the historical context regarding the implementation and utilization of the GT weight. She also discussed the process and criteria for qualifying a child as GT. Additionally, Ms. Viggiano addressed various questions raised by the COW XIII.

Prior to the WSF, the GT program was categorically funded. The WSF uses a weighting factor of 0.265 for each GT student, and due to inconsistencies in the identification of GT students, 3% of each schools' student population are assigned as GT.

The COW XII heard and took into consideration that students are coded in the Infinite Campus system as GT after meeting screening criteria, which vary by school. There are four times a year that an identified GT student may be entered into Infinite Campus. New students may be entered at any time. Infinite Campus also has a provision for "almost" GT students.

Once students are identified as GT, they remain in that category until graduation. There is no need for annual rescreening, as cognitive abilities typically remain stable or improve with support. It is estimated that 2-3% of students are considered truly GT.

Additionally, efforts are being made to improve GT identification for non-English and Hawaiian language students. Schools receive approximately \$1,300 per GT student to support their educational needs.

Alternatives to the blanket 3% GT distribution that the COW XIII considered:

1. eliminate the GT weight;
2. only give the additional GT weight for students who are identified as GT and entered into Infinite Campus; and
3. reduce the 3% of student enrollment to 2% or 2.5%.

Recommendation: Status quo. By leaving the allocation for GT at 3% of a school's enrollment, COW XIII is reaffirming the position taken by previous COWs to retain the GT weighted factor to serve as a reminder to schools to consider those students in the development of their annual Academic Plan and Financial Plan.

VI. Transiency and Extraordinary Enrollment Fluctuations

Issue: Some schools experience significant disruptions to their enrollment due to circumstances beyond their control (example Red Hill water contamination), which can disrupt school operations and WSF funding.

Discussion: On July 12, 2023, Kimberly Chee, Budget Specialist from the Budget Branch of OFS, presented on transiency and extraordinary enrollment fluctuations.

The transiency weight was implemented to support students who enroll in the middle of the academic year and are assumed to require additional resources to catch up. Initially, it was introduced for military schools but later expanded to include all students meeting specific criteria. The weight is calculated based on historical data, projecting the estimated count of transient students for the upcoming school year. The current weight is 0.05, increased from the original 0.025 by the Board in 2006.

During periods of extraordinary enrollment fluctuations, such as the Red Hill water crisis and the Hanalei bridge closure, affected schools were limited to a 2% loss in funding, ensuring that they received a minimum of 98% of what they would have received normally based on their OEC. The Federal Emergency Management Agency has also provided assistance during certain extreme fluctuations.

During discussions, a concern was raised that through the Exceptional Families Military Program, students transferring from out of state require Individual Education Plans developed by their former school. The traditional funding method doesn't cater well to these students, as the special education per pupil funds are assessed only in April for the following year. A school may receive students in the middle of the year, but they do not qualify for services until the middle of the semester, leading to delays in getting the necessary support, such as skills trainers and registered behavior therapists, due to the availability of qualified personnel.

Recommendation: Maintain the WSF Reserve funding to provide a possible source of funds for the Superintendent to address situations in which schools experience extraordinary circumstances that disrupt school operations and/or funding.

COW XIII recommends that the SPPA-FAWG discuss this issue at their next convening.

VII. Equity for Small and/or Remote Schools

As requested by COW XII, COW XIII revisited the issue of equity for small and/or remote schools.

In April 2018, COW X designated eight remote schools to receive \$250,000 per year over three years beginning in FY 2019-2020 as part of their WSF allocation. For the past two years, this has been funded with \$2 million received from the federal government's Elementary and Secondary School Emergency Relief Fund (ESSER). These funds are set to expire after FY 2023-2024. The eight remote schools are:

1. Ka'u High and Pāhala Elementary School;
2. Hāna High and Elementary School;
3. Kaunakakai Elementary School;
4. Lāna'i High and Elementary School;
5. Moloka'i High School;
6. Moloka'i Middle School;
7. Kilohana Elementary School; and
8. Maunaloa Elementary School

In addition, during the 2023 legislative session, the Hawaii State Legislature adopted House Concurrent Resolution (HCR) 116 ([Attachment D](#)). HCR 116 urges the COW to recommend a WSF that gives greater consideration to small and remote schools.

Issue: Are small and remote schools receiving adequate and equitable funding?

Discussion: On July 12, 2023, Principal Alexandra Obra, of Waiahole Elementary School, presented the challenges of operating a small school while lacking adequate funding.

According to Principal Obra, approximately 250 students are needed to adequately fund a school with the current WSF per pupil allocation. Principal Obra proposed a minimum funding of \$1.38 million for Waiāhole Elementary School. In addition to Waiāhole Elementary School, seven other schools were identified as "small."

1. Ka'a'awa Elementary School;
2. Keolu Elementary School;
3. Ha'aheo Elementary School;
4. Hōnaunau Elementary School;
5. Ho'okena Elementary School;
6. Kilohana Elementary School; and
7. Maunaloa Elementary School

Approximately \$3.8 million would be required to provide the eight small schools with a minimum base funding of \$1.38 million. Principal Obra also emphasized the importance of educating children in their local communities and that “closing a school is killing the heart of the community.” Students attending small schools constantly face the worry and stress of potential closures.

During the discussion that followed, the idea of an adequacy study to assess the funding needs of schools was mentioned. The use of funds varies across schools, with some receiving excess funding that could be contributed to a shared pot. Suggestions were also made to explore various funding sources, including reserves and grants, to assist schools in providing predictable and reliable funding for the future.

Recommendation: In light of the passage of HCR 116 during the 2023 Legislative Session and the benefit of these funds for the schools, the COW XIII recommends that the Department seek an additional \$3.5 million of general funds to:

- a. continue to provide \$250,000 to each of the eight remote schools (Ka’u High and Pāhala Elementary School, Hāna High and Elementary School, Kaunakakai Elementary School, Lana’i High and Elementary School, Moloka’i High School, Moloka’i Middle School, Kilohana Elementary School, Maunaloa Elementary School); and
- b. in addition, provide \$250,000 to the six identified small schools / non-remote schools (Ka’a’awa Elementary School, Waiāhole Elementary School, Keolu Elementary School, Ha’aheo Elementary School, Hōnaunau Elementary School, Ho’okena Elementary School).

Furthermore, given the tremendous significance these funds have for remote schools and the Legislatively recognized needs of small schools, the COW XIII recommends that the Department factor in this additional \$3.5 million into the School Year 2024-2025 Financial Plan process, which will start in October 2023. As schools’ Salaried Financial Plans must be completed by December 31, 2023, so that work can begin to establish and fill positions for the following school year, schools cannot wait for the outcome of the 2024 Legislative Session to find out whether the Legislature will provide support. If the Legislature is unable to provide the additional \$3.5 million, the COW XIII may be reconvened to identify how to address the needs of remote and small schools.

VIII. WSF Reserve Funds

Issue: Should there continue to be a WSF Reserve Fund? How shall it be funded?

Discussion: Since SY 2012-2013, the Department has had an application process to allocate WSF Reserve Funds to specific types of schools, including combination schools, remote schools, low enrollment schools, and cases of extraordinary circumstances. Among these criteria, “extraordinary circumstances” is the most abstract and open to different interpretations.

The Budget Branch created an application and oversaw the application process, which involves several steps:

- Complex Area Superintendents (CAS) distribute applications to schools they believe need additional funding;
- selected schools decide whether to apply;
- a panel of 3-4 CASs review the applications and collaboratively formulate a single recommendation;
- the recommendation is then shared for feedback with all CASs in a Leadership meeting; and
- final approval is decided by the Superintendent.

Responding to a request from the Superintendent, a special COW X meeting took place in April 2018 to address the allocation of WSF Reserve Funding. As a result of that meeting, COW X recommended replacing the existing application process and instead distributing \$250,000 to each of the eight schools identified as remote:

1. Ka’u High and Pāhala Elementary School;
2. Hāna High and Elementary School;
3. Kaunakakai Elementary School;
4. Lana’i High and Elementary School;
5. Moloka’i High School;
6. Moloka’i Middle School;
7. Kilohana Elementary School; and
8. Maunaloa Elementary School

COW XII recommended restarting the application process to allow other schools the opportunity to request additional fiscal support for their schools, starting in SY 2021-2022. COW XII further recommended the continuation of the Remote School Reserve. For the past two years, these schools were funded using \$3 million from the federal government’s Elementary and Secondary School Emergency Relief Fund (ESSER). These funds are set to expire after SY 2023-2024.

COW XIII's discussion centered around the WSF Reserve Fund's impact on schools. By offering extra financial support to small, remote, and combination schools, as well as during extraordinary circumstances, these funds bridge resource gaps.

Recommendation: In light of the passage of HCR 116 during the 2023 Legislative Session and the benefit of these funds for combination schools, remote schools, low enrollment schools, and schools experiencing extraordinary circumstances, the COW XIII recommends that the Department seek an additional \$2.5 million of general funds to continue to allow schools the opportunity to apply for and access these funds to support their operations.

Furthermore, given the tremendous significance these funds have for these schools, the COW XII recommends that the Department factor in this additional \$2.5 million into the SY 2024-2025 Financial Plan process, which will start in October 2023. As schools' Salaried Financial Plans must be completed by December 31, 2023, so that work can begin to establish and fill positions for the following school year, schools cannot wait for the outcome of the 2024 Legislative Session to find out whether the Legislature will provide support. If the Legislature is unable to provide the additional \$2.5 million, the COW XIII may be reconvened to identify how to address the needs of combination schools, remote schools, low enrollment schools, and schools experiencing extraordinary circumstances.

Attachments

- A. Hawai'i Revised Statutes §302A-1303.5 Committee on Weights and §302A-1303.6 Weighted Student Formula
- B. Board of Education Memorandum
- C. Public Written Testimonies
- D. House Concurrent Resolution 116

§302A-1303.5 Committee on weights. (a) There is established within the department of education the committee on weights to develop a weighted student formula pursuant to section 302A-1303.6. The committee may:

- (1) Create a list of student characteristics that will be weighted;
- (2) Create a system of weights based upon the student characteristics that may be applied to determine the relative cost of educating any student;
- (3) Determine specific student weights, including their unit value;
- (4) Determine which moneys shall be included in the amount of funds to be allocated through the weighted student formula;
- (5) Recommend a weighted student formula to the board of education;
- (6) Perform any other function that may facilitate the implementation of the weighted student formula; and
- (7) Meet not less than once every odd-numbered year, to review the weighted student formula and, if the committee deems it necessary, recommend a new weighted student formula for adoption by the board of education.

(b) The composition of the committee on weights shall be determined by the board of education based on recommendations from the superintendent of education and dean of the University of Hawaii at Manoa college of education and include principals, teachers, and other members with the appropriate professional skills, experiences, and qualifications needed to facilitate the work of the committee. The superintendent or the superintendent's designee shall chair the committee on weights.

(c) The committee on weights may form advisory subcommittees to obtain input from key stakeholders as determined necessary by the committee.

(d) The members of the committee on weights shall serve at the pleasure of the board of education and shall not be subject to section 26-34. Members of the committee on weights shall serve without compensation but shall be reimbursed for expenses, including travel expenses, necessary for the performance of

their duties. [L 2004, c 51, §3; am L 2011, c 93, §2; am L 2012, c 133, §23]

§302A-1303.6 Weighted student formula. Based upon recommendations from the committee on weights, the board of education may adopt a weighted student formula for the allocation of moneys to public schools that takes into account the educational needs of each student; provided that weighted student formula moneys shall not be used for state-funded prekindergarten programs, except for special education and Title I-funded prekindergarten programs. The department, upon the receipt of appropriated moneys, shall use the weighted student formula to allocate funds to public schools. Principals shall expend moneys provided to the principals' schools. This section shall only apply to charter schools for fiscal years in which the charter schools elect pursuant to section 302D-29 to receive allocations according to the procedures and methodology used to calculate the weighted student formula allocation. [L 2004, c 51, §4 and am c 221, §7; am L 2006, c 298, §13; am L 2011, c 93, §3; am L 2012, c 130, §12 and c 133, §24; am L 2019, c 276, §6]

All participating board members will attend this meeting in-person at a meeting location open to the public. There is a courtesy virtual meeting option that allows the public to participate remotely, including viewing the meeting virtually and providing remote oral testimony. Go to <http://boe.hawaii.gov/Pages/ListenLivetoBoardMeetings.aspx> for information on using the courtesy virtual meeting option.



**STATE OF HAWAII
BOARD OF EDUCATION
FINANCE AND INFRASTRUCTURE COMMITTEE**

MEMBERS:

Bill Arakaki Makana McClellan

Lauren Moriarty Kili Namau'u Bruce Voss

Lynn Fallin, Committee Chairperson
Ken Kuraya, Committee Vice Chairperson

NOTICE OF MEETING
Thursday, March 2, 2023
9:30 a.m.

Public Meeting Location

Queen Liliuokalani Building
1390 Miller Street, Room 404
Honolulu, Hawaii 96813

Courtesy Virtual Meeting Information

Register to join the WebEx Meeting Online: <https://hidoe-events.webex.com/hidoe-events/onstage/g.php?MTID=ed2091b8904dfc67e0ff5684c7cad2b54>

Meeting number: 2557 566 5091

Meeting password: joinmeeting

Join by phone:

1-844-992-4726 Call-in toll-free number (US)

Meeting Access Code: 2557 566 5091

Attendee ID Number: #

AGENDA

- I. Call to Order**
- II. *Public testimony on Finance and Infrastructure Committee (“Committee”) agenda items**
- III. Approval of Meeting Minutes of September 1, 2022 Committee Meeting**
- IV. Recommendation for Action**
 - A.** Committee Action on composition of Committee on Weights XIII
- V. *Public testimony on Committee agenda items**
- VI. Discussion Items**
 - A.** Update on status of Department’s capital improvement projects and repair and maintenance

VII. Adjournment

Meeting material is available online at boe.hawaii.gov.

The Board accepts written testimony on any agenda item and strongly encourages it as the primary means of submitting testimony. Written testimony received 49 hours before the meeting will be posted publicly and distributed to Board members before the meeting. Further instructions on submitting written testimony is available here: <https://boe.hawaii.gov/Pages/Submit-testimony.aspx>.

The Board accepts oral testimony in-person and virtually. To sign up to testify either in-person or virtually, use the form posted here: <http://boe.hawaii.gov/Pages/Submit-testimony.aspx>. If you are testifying virtually, you must register and log in to WebEx using the same name you used to sign up to testify. Each individual is allotted four (4) minutes, but the Chairperson can reduce the amount of time allowed.

In accordance with Hawaii’s Sunshine Law (Hawaii Revised Statutes, Chapter 92), all testimony, whether written or oral, should be related to an item that is on the agenda. The Board provides a live broadcast of its meetings. Information on accessing this live broadcast is available here: <https://boe.hawaii.gov/Pages/ListenLivetoBoardMeetings.aspx>.

If you need an auxiliary aid/service or other accommodation due to a disability, contact Board staff at (808) 586-3334 and BOE.Hawaii@boe.hawaii.gov as soon as possible. Requests made as early as possible will allow adequate time to fulfill your request.

Upon request, this notice is available in alternate formats such as large print, Braille, or electronic copy.


Lynn Fallin, Committee Chairperson



Alexandra Obra <alexandra.obra@k12.hi.us>

Jun 13, 2023, 7:58:46 PM (6 days ago)



to G-OFS-Budget Execution

To Whom It May Concern,

My name is Alexandra Obra, Principal of Waiāhole Elementary School. A small school resolution was recently passed during the legislative session urging the Committee on Weights (COW) to revisit the funding for small and rural schools.

I realize that any funding changes statewide will have a ripple effect on all schools. At the end of the day, I just want to make sure that all small schools have the funding that we need for the following positions: one teacher per grade level, one full time counselor, and one full time vice principal.

Every year as a small school, we have difficult conversations about how many positions we can have and try to make the most with the positions that we have which changes year to year. For SY 2023-2024, Waiāhole will have one teacher per grade level and one counselor/student services coordinator position. I am just asking for equitable funding and to find a way that we can maintain these basic positions year to year without having to worry about positions.

Budget conversations are not easy conversations to have but I am urging the COW to ensure the funding is equitable for small and rural schools.

Sincerely,

Alex Obra

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Lea Albert

<lea.albert09@gmail.com>

Jul 23, 2023, 3:39:37 PM

to G-OFS-Budget-Execution@k12.hi.us

To Whom It May Concern:

I implore the Committee on Weights (WSF) not to continue the systematic monetary starvation of Kaaawa and Waiahole Elementary schools. The principals of both schools have shown the committee what they get, and what they need in terms of funding to adequately staff their schools as well as pay for materials and supplies. Please provide what they need so they do not have to engage in a variety of configurations in terms of jobs which do not best serve the needs of their children. Since the inception of WSF, I have watched as small and medium schools suffer terribly from the loss of funds. Large schools are sitting very pretty.

As a high school principal who should have had Title I and more central funding, but did not, I used to be proud of the heart, pluck and courage of the faculty and staff anyway for the great work they did with students. Their good works with inadequate funds led to the school being one of the first in Hawaii to be named a National School of Excellence. Now I realize no matter the honor, I should have fought harder for everyone to have the resources they really needed, and teachers, staff and students deserved. While the same heart, pluck and courage exists at Waiahole and Kaaawa, the current WSF allocation is not fair to the students, teachers or staff. They need and deserve more to make things even better for the children they serve.

As a complex area superintendent, I have also been privy to the process of trying to close Kaaawa School. This was an agonizing process for the school, teachers, staff, students and the community. No bright lights could figure out how to consolidate the schools. The community rose up. While parents rose up first, so did everyone else in the community. Kaaawa did not close. What the WSF committee may not understand is that Kaaawa and Waiahole are the very heart of their communities. As small schools, parents and community members are very involved. They want their schools in their own communities and not in other communities. Most importantly, they want their schools funded so their children have the same opportunities those students may have at large schools.

Waiahole is one of the oldest schools in Hawaii. Did you know when Waiahole was founded the school had teachers, a principal, and children who only spoke and learned in the Hawaiian language? I went to kindergarten in the same two room K12 school my mother did, and did not grow a tail. I loved the experience and it is really the only elementary memory I still have. Small schools create families and if the DOE places as much importance on building relationships as it would seem, small schools are the relationship winners. Small schools mean children receive the care, support, and attention they need.

Please give these schools the funding they have requested so that ALL the needs of students, staff, and teachers are met, and so the principals can be optimal leaders and instructional leaders without having to do so many other jobs. While you are at this very important process, please consider recommending some other funding methodology to the Hawaii Department of Education.

Sincerely,
Lea E. Albert
Citizen

July 20, 2023

Entity: Committee on Weights
Regarding: Small schools funding

Aloha,

We are writing to support the recommendation to the Committee on Weights to consider an alternative minimum funding level for small schools. While the weighted student formula has fulfilled its goal of providing a more equitable, transparent, and decentralized method of funding schools, small and remote rural schools have remained underfunded.

In the presentation to the Committee on Weights on July 12, 2023, Principal Obra proposed a minimum threshold for K-6 elementary schools of \$1.38M. The idea behind this proposal was to ensure each (elementary) school has a budget sufficient to support critical and necessary positions that keep schools functional, healthy, and safe so children can learn. A teacher for every grade level, a counselor (especially to support social emotional learning as Hawai'i emerges from the isolation of the COVID-19 pandemic), an accounts clerk, and sufficient custodial support. These positions are often the ones that have to be sacrificed or combined for small schools, creating other consequences such as difficulty recruiting/maintaining staff because of the lack of stability and/or combining roles. The fundamental motivation for this recommendation is because the resource requirements to ensure our small schools can equitably provide education opportunities for all of our students have consistently exceeded what we are allocated based simply on our enrollment counts and student demographics.

The Department has recognized the challenges faced by small schools as evidenced by allocation decision making for both the WSF Reserve Funds and Remote School Funds. As an example, for FY23-24, Kilohana Elementary requested an additional \$131,958 from the WSF Reserve Fund in addition to the \$250,000 from the remote school fund, bringing their final budget to \$1.14M.¹ In fact, 6 of the 8 schools receiving the \$250,000 allocation from the remote school fund *also* received additional funds from the reserve fund.

Small schools need an operating budget that does not put our students at a relative disadvantage. Without one, administrators are forced to choose between positions or opportunities for students. Schools cannot maintain a steady course and direction when their budgets are in flux, and this instability directly affects students' ability to equitably benefit from their education.

As educators, we believe our students have the right to be educated in the community they live in. As administrators who work in a small school we also know first-hand that our students *want* to be in a school in their community. The Department's new Strategic Plan's first goal – all students experience rigorous, high-quality learning that results in equitable outcomes for all

¹ From July 12, 2023 Meeting. ■ IVb. - COW XIII Meeting #2 - Small Rural Combo School Presentation.pdf

learners – is a commitment we must make as a system and community, to put our kids first. To make sure they have an educational experience they deserve so they thrive.

We know small schools can and will deliver on this if they have sufficient, stable, sustainable funding.

Thank you for the opportunity to provide testimony.

Alexandra Obra

Alex Obra, principal, Waiāhole elementary

A handwritten signature in blue ink, appearing to read 'J. Luke-Payne', with a stylized flourish at the end.

Jennifer Luke-Payne, principal, Ka'a'awa Elementary



Brenda Tafolo-Lin <20246123@k12.hi.us>

Fwd: Testimony 7/26 Item 4 for small schools and Hawaiian Immersion funding

1 message

Cheryl B <burgharc@gmail.com>
 To: "Brenda.Tafolo-Lin@k12.hi.us" <Brenda.Tafolo-Lin@k12.hi.us>

Tue, Jul 25, 2023 at 9:45 AM

----- Forwarded message -----

From: Cheryl B <burgharc@gmail.com>
 Date: Tue, Jul 25, 2023 at 9:41 AM
 Subject: Testimony 7/26 Item 4 for small schools and Hawaiian Immersion funding
 To: <G-OFS-STAFF-BEXEC@k12.hi.us>

July 25, 2023

Committee on Weights Agenda Item 4

In **SUPPORT**

1. Small schools' funding
2. Funding and status for Hawaiian Immersion schools

With aloha,

I am currently retired from the DOE and remain active in supporting, learning about issues that are important for our students. My forty years as an educational professional, here in Hawai'i as well as Florida, Michigan and Kyoto, Japan have provided me with a myriad of experiences which have given me insight into schools of various sizes, configurations and languages.

Though small schools and Hawaiian immersion schools may have different and unique specific challenges, the connections to their needs are similar. It should not be ONE or the Other that gets funding. All students in our islands deserve and we should expect equal resources and access to qualified professionals in their schools.

This is why I am writing to **SUPPORT** the recommendation to the Committee on Weights to

** consider an alternative minimum funding level for small schools. While the weighted student formula has fulfilled its goal of providing a more equitable, transparent, and decentralized method of funding schools, small and remote rural schools have remained underfunded.*

** consider adding program funds into the weighted student formula for Hawaiian Immersion schools.*

Here are some reasons why we should consider the above:

Small schools like Waiāhole, Ka'a'awa and Hawaiian Immersion need operating budgets that do not put the students at a relative disadvantage. Without one, administrators are forced to choose between positions or opportunities for students. Schools cannot maintain a steady course and direction when their budgets are in flux, and this instability directly affects students' ability to equitably benefit from their education. Having taught and administered in a small international school in Japan, my experiences can confirm the influences that affect the schools when budget

concerns are prevalent. Staffing was continually in flux, purchase of resources and money for needed courses like language and fine arts/music were limited to one grade level and often week by week. It does not give the students the educational experience deserved and does not instill confidence in the community with so many changes. Budgets affect student outcomes positively and negatively. We need to ensure that ALL students in ALL schools have the budgets that put them on a positive path. I am sure that you have read through the small school's packet but have attached it here as an example of the dedication and determination of these schools. It takes time away from other things, sometimes students, to make these presentations so I want to honor these folks for their time and sharing. Though I have not seen theirs, I am sure the Hawaiian Immersion schools have spent time as well.

I believe students have **the right to be educated in the community they live in and want to be** in those schools. By definition a community has commonality such as place, norms, religion, values, customs, or identity. Hawai'i is unique in many ways and we have to look at our communities from the lens of our place. Too many times, we choose a western lens to look at solutions knowing that **it does not work** for most of our communities. The western system, from my experiences, heads us down a path of thinking that to be equitable, every school has to look the same and the distribution of money as well. As we clearly can see here, that doesn't work in the case of our small schools and Hawaiian immersion schools which struggle consistently under that umbrella of thought. Living on O'ahu, we are very aware of the various communities and often are a part of more than one. Each one has its' own paths on the island and within the individual community. Similarly, the Native Hawaiian (the people of this place) immersion community has their own unique needs for personnel and resources. Community is these islands.

Thank you for taking the time to read my testimony, I will not be there in person. I know that you will consider these agenda items carefully and determine to provide the funding for these schools. As the greater community of Hawai'i, it is our kuleana in our various kulana to support and ensure that each place can continue and not only maintain, sustain but thrive and grow.

Cheryl Burghardt

55 S. Kukui Street D904

Honolulu, Hawai'i 96813

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 **Small School Packet copy.pdf**
2244K

Department: Education: Committee on Weights

Person Testifying: Kimberly Ka'ai
Principal, Maunaloa Elementary School

SUBJECT: Committee on Weights XIII Meeting on July 26, 2023

Regarding: Agenda IV: Discussion Item- Small/ Rural/ Combo Schools

Aloha, my name is Kimberly Ka'ai, and I am the Principal of Maunaloa Elementary School. I am writing to express my strong support of continuing to provide small schools with the additional \$250,000 Superintendent's Reserve Funds.

Maunaloa Elementary is a small, rural school in Maunaloa, Molokai. Currently, without the Superintendent's \$250,000 we would be operating on \$620,028 which would not be feasible for several reasons. We are already forced to have multiple combination classes, no Counselor and no Student Services Coordinator, both of which are integral to supporting our students. With smaller budgets due to small enrollment, every person on campus takes on multiple jobs and responsibilities without complaint because that is necessary to keep the school running smoothly and keep the campus welcoming to our students, families, and community. However, these practices are not equitable or sustainable.

	WSF
Budget SY 23-24	\$870,028
Total Cost for Year (Personnel & Minimal Operating Costs: not including enrollment deficit reserve)	\$853,917 (with 2 combo classes grades K-1 and 5-6, No Counselor, No Librarian, No SSC)
Without Superintendent or CAS Reserve Funds	(\$233,889) Deficit
Total Cost to Fully Staff Maunaloa EI.	1.13M (no combo classes, a Counselor, and SSC)

While we've always been thankful for the Superintendents funds, I would also like to note that it unfortunately doesn't solve the problem of base funding for small schools because even with the Superintendent's funds, we still cannot afford basic positions such as a counselor and Student Services Coordinator. These positions are critical with the increased focus on school safety and student social-emotional needs. The Superintendent's fund provides small schools with the basics; however, it doesn't allow for equity of resources or room for innovation in our schools.

Our small schools need an operating budget that makes them whole. Without the continuation of the Superintendent's Reserve funds, administrators are forced to choose between positions

or opportunities for students. Our schools cannot maintain a steady course and direction when our budgets are in flux.

Small schools are absolutely cherished by their communities. They serve a critical and vital role in the well-being of their respective communities. Sustainable, stable funding is what our small schools need and also what our students deserve. Ensuring all of our small schools in Hawai'i will have the funding they need is an important step towards ensuring that every child in Hawai'i has equitable access to a quality public school education.

Please consider the support of continuing to provide small schools with additional Superintendent's Reserve Funds and advocating for higher base funding to allow for critical positions on all campuses.

Thank you for the opportunity to provide testimony.

Kimberly Ka'ai, Principal Maunaloa Elementary School



Brenda Tafolo-Lin <20246123@k12.hi.us>

written testimony July 26, 2023

2 messages

Shona Pineda <shona.pineda@k12.hi.us>
 To: G-OFS-Budget Execution <g-ofs-budget-execution@k12.hi.us>
 Cc: Shona Mae Pineda <Shona.Pineda@k12.hi.us>

Mon, Jul 24, 2023 at 4:08 PM

TO: Committee on Weights

RE: Testimony, July 26, 2023
 Agenda Item #4 - Small / Rural/ Combo Schools

FROM: Shona Pineda, Principal
 Kilohana Elementary School
[7253 Kamehameha V Hwy.](#)
[Kaunakakai, HI 96748](#)
[808-774-8404](#)

Kilohana Elementary School is located on the far east end of the island of Molokai. We are a small rural school. We serve a predominantly native hawaiian population of students PreK-6. We currently have one class per grade level, each with a classroom teacher. We are very thankful for the teachers and support staff that have "stuck it out" having to do "without" and having to "do more with less". We thank our complex area support team and CAS for doing their best for neighbor island schools.

I support creating higher base funding for small /rural/ combo schools to be afforded equitable services and supports for all students. Small schools such as Kilohana Elem. must also comply, provide, retain, and produce just as other schools must within DOE. Most often with less services, personnel, fiscal support, resources, and access. Creating higher base funding will ensure small schools are able to be competitive, equipped and educated. Knowing we will have the basic funding to operate, will allow the school to attract and keep committed professionals from home and those who choose to call Molokai their home.

I also support the Superintendent's Reserve Funds for additional fiscal support. Kilohana school received funding for a Counselor in our school after years of not having a dedicated school counselor. We were able to hire a school counselor for this new school year 2023-24 and have plans for this position to support and oversee much needed school wide services such as counseling, attendance, social emotional learning and well being, parent and community engagement, positive behavior, service learning, and school culture. All key indicators of success in our new Strategic Plan.

We were also able to hire a Curriculum Coordinator with Reserve Funds received and have benefited as a school from the work accomplished so far. Many hours of HMTSS virtual training, off island training, PD for the staff, data team meetings, classroom visits with data collection, planning and collaboration with teachers, parent outreach, leadership team, WASC, and mentoring have been invested. Kilohana needs reap the rewards and capacity building in our investment. Please do not take this away.

Without the additional fiscal support to fund crucial positions, the staff, faculty, students and administration will be challenged with "over flowing" cups. We are asked to see these as "opportunities" when it is really "burn out", lack of equitable financial management, growing achievement gaps, and lack of teacher retention. Fiscal support will be a must to continue, maintain, and follow through on ESSER funded initiatives when ESSER funds are no longer available after 2023-2024 school year.

Thank you for allowing this written testimony in support of small / rural / combo schools and additional fiscal supports.

Shona Pineda, Principal

Kilohana Elementary School

Hana Like no na Keiki - Working together for all Children

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To view this discussion on the web visit <https://groups.google.com/a/k12.hi.us/d/msgid/g-ofs-budget-execution/CAAqWD2DACKZ2kVkfRnoODOub%3DtcEqm2fVSr3tCvh2%2ByQutVdQ%40mail.gmail.com>.

Brenda Tafolo-Lin <brenda.tafolo-lin@k12.hi.us>
To: G-OFS-Staff-BExec <g-ofs-staff-bexec@k12.hi.us>

Mon, Jul 24, 2023 at 4:14 PM

[Quoted text hidden]

--

Sincerely,
Brenda Tafolo-Lin
Hawaii Department of Education
Budget Branch
Voice: 808-784-6024
1390 Miller Street, Room 407
Honolulu, HI 96813

Strong Support of increasing the weight for Hawaiian Language Immersion students

1 view



Brandi Cutler

<brandilcutler@gmail.com>

9:46 AM (2 hours ago)

to G-OFS-Budget-Execution@k12.hi.us

Aloha mai Chair Stanley and members of the Committee of Weights,

I am Brandi Cutler, parent of two students at Ke Kula Kaiapuni O Pū'ohala. Our 'ohana and community - locally and across Hawai'i and the Pacific - are strong supporters of Hawaiian Language Immersion and advocate strongly for measures that will help the program flourish.

The HLI program started approximately 30-years ago, however we must remember that the efforts to erase the language, culture and history of Hawaii has been at work since 1896. The damage done during that time will not be easily remedied. It will take time, effort, continued diligence, commitment, and resources to bring to fruition the aspirations of a bilingual, bicultural state as outlined in Article X, Section 4, and Article XV, Section 4 of the Hawaii State Constitution.

The work of HLI teachers is exponentially greater than their counterparts in the English medium tracks. The native Hawaiian speaking population has dwindled to an alarming rate. Hawaiian medium education, and educators, are charged with the enormous task of rebuilding our Hawaiian speaking population, but in order to provide these new speakers with the linguistic fluency, proficiency and cultural aptitude to carry a population forth into the future, our teachers need to be adequately resourced and supported.

As a parent and advocate, I am writing in **Strong Support of increasing the weight for Hawaiian Language Immersion students.**

- New schools that start need extra funds in order to support a small classroom size.
- Similar to small school issues but multiplied by the work that is created by teachers for students in Hawaiian.
- Unable to say no to parents who want to enroll their child as it is their right to have their child educated in Hawaiian.
- Schools need extra support.

Mahalo, Brandi Cutler (Kane'ohe)

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Testimony 8/11/2023

1 view



Babā Yim

<baba_yim@anuenue.org>

6:12 AM (5 hours ago)

to G-OFS-Budget-Execution@k12.hi.us

Aloha e Chair Stanley and members of the Committee of Weights,

My name is Babā Yim, the Po‘okumu of Ke Kula Kaiapuni ‘O Ānuenue the K-12 Hawaiian Immersion School located in Pālolo Valley here on the island of O‘ahu.

I am writing in **support to increase the weight for Hawaiian immersion students.**

One of the reasons for supporting this increase is that new immersion schools or immersion programs within schools need extra funds in order to support a small classroom size as well as the plethora of regular small school challenges that multiply exponentially for teachers that have to create materials and teach in Hawaiian.

Hawaiian Immersion Schools are also a school of "right" not choice as Hawaiian is an official language of the State of Hawai‘i. As such, parents are able to enroll without Geographic Exemptions which causes additional hardship for the Kaiapuni schools.

A final reason for my support for the increase is that it may begin to provide more equity in language learning in Hawaiian as there is no "HLL" to support Kaiapuni students as there is "ELL" to support English medium students.

Mahalo,

C. Babā Yim

Po‘okumu (Principal)

Ke Kula Kaiapuni ‘O Ānuenue

"He oia mau nō ka pono o ka lāhui kānaka i ka na‘auao Hawai‘i"

This e-mail is being sent by a student or employee of Kula Kaiapuni ‘O Ānuenue.*****

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Testimony for Small and Remote Schools

Inbox



Jennifer Sueoka

8:50 AM (2
hours ago)

to Brian, Gary

Aloha Brian and Gary -

I would like to advocate for small schools to be added to remote schools receiving an additional \$250,000 of funding. As a principal of a small school, funding is always tight as we rely on student count to determine our annual funding. Small schools have the same expectations and requirements to fulfill as larger schools with significantly less funding. This additional \$250,000 would greatly benefit our school to support the needs of our students and staff by funding programs, curriculum, services, equipment, and professional development. Mahalo!

--

Jennifer Sueoka, Principal
Ha'aheo Elementary School
121 Ha'aheo Rd
Hilo, HI 96720
(808) 731-3820

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Testimony 8/11/23

2 views



Kahea Faria

<kaheaf@hawaii.edu>

9:14 AM (2 hours ago)

to G-OFS-Budget-Execution@k12.hi.us

Aloha mai Chair Stanley and members of the Committee of Weights,

I am Kahea Faria, a faculty member of the College of Education. My focus is Hawaiian Education which includes the preparation of Hawaiian language immersion teachers for the classroom.

Prior to becoming a faculty member at the COE, I was a HODOE (Hawaiian Language Immersion) and PCS (Hawaiian focused) classroom teacher for several years. The HLI program started approximately 30-years ago, however we must remember that the efforts to erase the language, culture and history of Hawaii has been at work since 1896. The damage done during that time will not be easily remedied. It will take time, effort, continued diligence, commitment, and resources to bring to fruition the aspirations of a bilingual, bicultural state as outlined in Article X, Section 4, and Article XV, Section 4 of the Hawaii State Constitution.

The work of HLI teachers is exponentially greater than their counterparts in the English medium tracks. The native Hawaiian speaking population has dwindled to an alarming rate. Hawaiian medium education, and educators, are charged with the enormous task of rebuilding our Hawaiian speaking population, but in order to provide these new speakers with the linguistic fluency, proficiency and cultural aptitude to carry a population forth into the future, our teachers need to be adequately resourced and supported.

As a former HLI classroom teacher, I am writing in **Strong Support of increasing the weight for Hawaiian Language Immersion students.**

- New schools that start need extra funds in order to support a small classroom size.
- Similar to small school issues but multiplied by the work that is created by teachers for students in Hawaiian.
- Unable to say no to parents who want to enroll their child as it is their right to have their child educated in Hawaiian.
- Schools need extra support.

Me ka mahalo,

Kahea Faria

College of Education,

Institute for Teacher Education-

Master of Education in Teaching

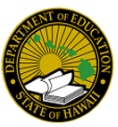
University of Hawaii at Manoa

Honolulu, HI 96822

Phone - 808-956-2889

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Fwd: Testimony 8/11/23

To: G-OFS-Staff-BExec <g-ofs-staff-bexec@k12.hi.us> Thu, Aug 10, 2023 at 9:35 AM

----- Forwarded message -----
From: Stacy Prellberg <stks@hawaii.edu>
Date: Thursday, August 10, 2023 at 9:17:21 AM UTC-10
Subject: Testimony 8/11/23
To: G-OFS-Budget-Execution@k12.hi.us <G-OFS-Budget-Execution@k12.hi.us>

Aloha e Chair Stanley and members of the committee of weights,

My name is Stacy Kealanahale Prellberg, I am a Jr Specialist Faculty and Phd Student at the University of Hawai'i Mānoa College of Education, and I live in Mō'ili'ili.

I am writing in support of **increasing the weight for Hawaiian immersion students.**

- One reason for an increase would be that Kula Kaiapuni needs more funding to support incoming students and families who have strong vested interests in their child's education
- Furthermore, as Kaiapuni schools grow in size, staffing and other support roles are necessary to support students.
- Lastly, Hawaiian immersion teachers, like many teachers in the Hawai'i, are spread thinly, however these teachers have a growing demand with the growing Kaiapuni system overall. They can do much more with a little bit more for sure.

--
Mahalo,
Stacy Prellberg, M.Ed - Jr Specialist Faculty
Education Administration: Higher Education - Phd Student
Hilinehu Education Leadership Advancement (HELA) - Project Coordinator
University of Hawaii at Manoa - College of Education
1776 University Ave., Annex 2
Honolulu, HI 96822
hilinehu@hawaii.edu - Hilinehu Education Leadership Advancement



HELA Vision: Promote Native Hawaiian Educational Leadership Advancement through Advanced Degree Attainment in Education

HELA Mission: Create an environment where Native Hawaiian graduate students can better persist in higher education and complete graduate degrees through providing support in the form of mentors, professional development opportunities, workshops, and a resource space at the College of Education.

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Fwd: Testimony_August 11, 2023_In support to increase the weight for Hawaiian immersion students
1 message

To: G-OFS-Staff-BExec <g-ofs-staff-bexec@k12.hi.us> Thu, Aug 10, 2023 at 1:53 PM

----- Forwarded message -----
From: k C <kimocashman@gmail.com>
Date: Thursday, August 10, 2023 at 1:13:30 PM UTC-10
Subject: Testimony_August 11, 2023_In support to increase the weight for Hawaiian immersion students
To: G-OFS-Budget-Execution@k12.hi.us <G-OFS-Budget-Execution@k12.hi.us>

Subject: Testimony-8/11/2023
Position: In **SUPPORT** to increase the weight for Hawaiian immersion students
Attn:
Committee on Weights
c/o Budget Execution Office
P.O. Box 2360
Honolulu, Hi 96804

From: Kimo A. Cashman, PhD
Graduate Faculty, University of Hawai'i, Mānoa-College of Education

- Action Items**
- b. Committee Action on recommendation on changing weights of student characteristics in the weighted student formula.
 - c. Committee Action on recommendation on support for Small and/or Remote schools.

Aloha e Chair Stanley and members of the Committee on Weights,

My name is Kimo A. Cashman, PhD, I am a graduate faculty member at the University of Hawai‘i at Mānoa - College of Education.

I am writing in **support to increase the weight for Hawaiian immersion students.**

- Hawaiian immersion schools need extra funds in order to support a small classroom size.
- Hawaiian immersion schools have issues similar to small non-immersion schools but those issues are amplified for immersion schools due to the need to develop curricula and programming for students in Hawaiian.
- Increasing demand for Hawaiian immersion education.
- It is the right of parents in Hawai‘i to have their children educated in ‘ōlelo Hawai‘i.

HOUSE CONCURRENT RESOLUTION

URGING THE COMMITTEE ON WEIGHTS TO RECOMMEND, AND THE BOARD OF
EDUCATION TO ADOPT, A WEIGHTED STUDENT FORMULA THAT GIVES
EQUAL CONSIDERATION TO SMALL AND REMOTE SCHOOLS.

1 WHEREAS, the State appreciates and values a funding system
2 that adequately and equitably allocates funds to schools, thus
3 ensuring that their unique budgetary needs are met, so they may
4 provide students with the education that they deserve; and
5

6 WHEREAS, the Reinventing Education Act of 2004, established
7 pursuant to Act 51, Session Laws of Hawaii 2004, established a
8 weighted student formula that sought to distribute funds to
9 schools fairly, based upon the number of students that the
10 schools serve and the needs and characteristics of those
11 students; and
12

13 WHEREAS, the weighted student formula also takes into
14 consideration English language learners, special education, and
15 economically disadvantaged students; and
16

17 WHEREAS, although the weighted student formula has
18 fulfilled its goal of providing a more equitable, transparent,
19 and decentralized method of funding schools, small and remote
20 rural schools may still be underfunded; and
21

22 WHEREAS, all schools have specific minimum staffing needs
23 to function properly; and
24

25 WHEREAS, small schools lack the student enrollment and the
26 subsequent funding to adequately staff their schools under the
27 current weighted student formula; and
28

29 WHEREAS, geographically isolated schools face additional
30 challenges due to their distance from essential services; and
31



1 WHEREAS, a 2013 evaluation of the weighted student formula
2 commissioned by the Department of Education and completed by the
3 American Institutes of Research highlighted the disparity of
4 funding between small and remote rural schools and other schools
5 in the State; and

6
7 WHEREAS, the current weighted student formula must be
8 reevaluated and revised to adequately account for the
9 diseconomies of scale associated with small schools and the
10 additional costs due to geographic location; now, therefore,

11
12 BE IT RESOLVED by the House of Representatives of the
13 Thirty-second Legislature of the State of Hawaii, Regular
14 Session of 2023, the Senate concurring, that the Committee on
15 Weights is urged to make a recommendation to the Board of
16 Education that gives equal consideration to small and remote
17 rural schools; and

18
19 BE IT FURTHER RESOLVED that the Board of Education is urged
20 to adopt a weighted student formula that gives equal
21 consideration to small and remote rural schools, based on the
22 recommendation made by the Committee on Weights; and

23
24 BE IT FURTHER RESOLVED that the Committee on Weights is
25 requested to consider creative ways for remote schools to work
26 together and share resources; and

27
28 BE IT FURTHER RESOLVED that certified copies of this
29 Concurrent Resolution be transmitted to the Chairperson of the
30 Board of Education, Superintendent of Education, and Chairperson
31 of the Committee on Weights.

