

**CATALOG OF LEGISLATIVE REQUESTS
MADE TO THE DEPARTMENT OF EDUCATION
DURING THE 1981 AND 1982 LEGISLATIVE
SESSIONS AND RESPONSES THERETO**

A Report to the Legislature of the State of Hawaii

**Submitted by the
Legislative Auditor of the State of Hawaii**

**Report No. 83-11
February 1983**

FOREWORD

Pursuant to the legislative appropriation acts of 1981 and 1982, the Office of the Legislative Auditor has initiated a program of budget review and analysis which is aimed at providing the Legislature with additional assistance in its consideration of budget requests coming before it for action.

As part of this review and analysis effort, we have compiled for each of the programs under review a catalog of recent legislative requests made to the affected executive agencies and the responses which the agencies have made to these requests.

Many of these requests and the responses thereto have budget and program implications, but up to now there has been no convenient way of looking at the effects and ramifications of these expressions of legislative interest and concern in a comprehensive and coordinated manner. However, by bringing the requests and responses together in a summary form such as this, much of this problem can be overcome.

In the hope that the Legislature will find this format useful in its consideration of the affected programs, this report catalogs the legislative requests and responses relating to the lower education program (Department of Education) that arose out of the 1981 and 1982 legislative sessions. A similar report covering the higher education program (University of Hawaii) has been submitted separately.

We acknowledge with appreciation the assistance and cooperation extended to us by the Department of Education and other agencies affected by these legislative requests.

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State of Hawaii

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INTRODUCTION

As directed under the legislative appropriation acts of 1981 and 1982, the Office of the Legislative Auditor has undertaken a program of budget review and analysis. The purpose of this program is to provide the Legislature with additional and independent review and analysis of budget requests and related program proposals which are submitted by the executive branch to the Legislature for its consideration and action. In the first phase of this budget review and analysis effort, attention was focused on selected aspects of the major programs of higher education (University of Hawaii) and lower education (Department of Education).

In examining these two programs, one of the steps we took was to identify areas of legislative interest and concern as reflected in formal requests to the affected agencies in the form of statutory provisos, legislative committee reports accompanying bills passed by the Legislature, and legislative resolutions. Recognizing that the matters covered by these requests often have budget and program implications, we also sought to determine what kind of responses or reactions had been given to the legislative requests by the affected agencies.

We found, however, that there is no simple and convenient way of tracking responses to legislative requests. One reason for this is the large number and wide variety of the total requests involved. Another reason is the lack of a coordinative mechanism within the legislative branch to follow up on these requests. In the executive branch, such coordination is provided under the Governor's Office. However, the Legislature has no systematic means of monitoring compliance with legislative requests and no regular process for analyzing the responses received to determine how well they may meet legislative intent and legislative need.

In view of this situation, we decided to compile our own catalog of legislative requests and corresponding responses relating to these two programs. Thus, for each of the two programs, we first identified the relevant legislative requests that were made during the 1981 and 1982 sessions. Next, we tracked down the responses, if any, that were made to these requests. Then, we prepared a summary for each request giving the title and source of the request, a brief description of the nature of the request, and a brief analysis of any response that was made to the request. All of the individual summaries for each program constitute the catalog of requests and responses for that program.

We offer herewith the catalog of requests and responses pertaining to the lower education program (Department of Education). The catalog for the higher education program (University of Hawaii) has been submitted separately. We believe the Legislature may find these catalogs of assistance when reviewing the budgets and other proposals relating to these programs.

It should be noted that not all of these requests called for a formal response to be made. In addition, some requests were directed to two or more agencies of which the University of Hawaii or the Department of Education was only one. In many of these

cases, some agency other than these two had the primary responsibility for preparing the executive response. Nevertheless, we have included all of the requests in our compilation and have analyzed the responses made whether they were prepared by the University of Hawaii, the Department of Education, or some other agency. Where no formal responses have been made, this has been so noted. In this report, all lower education requests—whether addressed to the Department of Education, the Board of Education, or the Superintendent of Education—have been considered as requests to the Department of Education.

Normally, there is an interval of approximately a year between the making of a request and the submission of a response to the request. This is to allow the executive branch time to gather and analyze the relevant information and to prepare appropriate comments and recommendations. Thus, the responses to most of the 1981 requests were submitted to the 1982 session of the Legislature. In like manner, responses to the 1982 requests are being submitted to the 1983 session.

For some of the 1982 requests, the executive responses were still in the process of preparation and review at the time this report was prepared. They may subsequently be submitted to the Legislature. If the timing is still appropriate when these responses are finally submitted, we will prepare a supplementary report summarizing our analyses of the affected responses.

For each of the two legislative sessions covered by this report, the legislative requests are arranged in the following order according to source: provisos of appropriation acts, provisos of other legislative acts, concurrent resolutions, and single house resolutions.

Almost all of the subjects included in these legislative requests have some budget implications. However, in some instances there is a fairly direct interrelationship between the request and/or response and the 1983–85 biennial budget of the affected agency. Where the latter is the case, we have so indicated in the listings of the requests and in the affected request summaries.

Special note concerning two requests relating to the safety inspection of school buses. The legislative requests included in this report cover a wide range of subjects and generally do not require special comment. However, there are two responses where the implications are so serious that we feel constrained to draw special attention to them. These are the responses to House Resolution No. 557 of 1981 and House Resolution No. 206 of 1982, both of which relate to safety inspections of school buses.

Both responses indicate that present conditions are satisfactory and that existing regulation is adequate. Yet, the data included in the reports show high rates of safety discrepancies and widespread noncompliance with regulations requiring pre-trip and post-trip vehicle inspections by bus drivers. Moreover, there has been a dramatic increase in these problems between 1981 and 1982. Most disquieting of all is the apparent lack of official concern regarding these matters. We feel this subject is too important and too serious to be given the casual treatment it has received in these two responses.

PART I

**LEGISLATIVE REQUESTS MADE TO THE
DEPARTMENT OF EDUCATION
DURING THE 1981 LEGISLATIVE SESSION**

LISTING OF LEGISLATIVE REQUESTS DIRECTED TO THE DEPARTMENT OF EDUCATION DURING THE 1981 LEGISLATIVE SESSION

During the 1981 legislative session, 23 legislative requests were directed wholly or in part to the Department of Education (DOE). Of these, 17 called for formal responses from DOE and six called for formal responses from other agencies. Those requiring formal responses by DOE are indicated by an asterisk. Formal responses were submitted to 15 of the 17 requests directed primarily to DOE and to five of the six requests directed primarily to other agencies. A double asterisk is shown for the two DOE requests for which no formal responses have yet been submitted. Requests which may have direct implications for DOE's 1983-85 biennial budget are indicated by a B in parenthesis.

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Subject

Expansion of the Hawaiian Studies Program

Source of Request

Section 44, Act 1, First Special Session of 1981.

Nature of Request

A Hawaiian studies program in the public schools resulted from a 1978 constitutional amendment. The program has been expanded each year. The 1981 budget proviso included seven temporary district-level coordinator positions for the program and a requirement that DOE evaluate what it had done up to that point and report to the Legislature on plans to expand the program even further.

Executive Response

A report covering only the status of the language instruction component in the elementary schools was submitted to the 1982 Legislature. The evaluation of the seven district-level coordinators, or district resource teachers, was not included, but was to be forwarded to the Legislature by the end of the 1981–82 school year. It was not. Instead, it is to be part of the department's submission to the 1983 Legislature. Based on presently available information, a fully developed and comprehensive plan for the Hawaiian studies program is still lacking.

Subject

Introduction, Continuation, and/or Expansion of the Asian, European, and Pacific Language Program

Source of Request

Section 45, Act 1, First Special Session of 1981.

Nature of Request

Knowledge of a foreign language is not a requirement for graduation from Hawaii's public schools. Thus, instruction in foreign languages is elective. Whether foreign language courses are offered at any school depends on student demand and the availability of qualified teachers. The Legislature requested that DOE report on the introduction, continuation, and/or expansion of the foreign language program.

Executive Response

The DOE report describes the current program: nine foreign languages are available in programs at 37 of the 38 public high schools and at 11 of the 62 public intermediate schools in the State. It may thus seem that at least most of Hawaii's high school students have ample opportunity to study another language. However, this is not always the case, because the affected 37 high schools do not necessarily offer all or even most of the nine languages. Also, there is no assurance that students can maintain continuity in the same language through several grade levels. The report does not include any information on the distribution of each language or the numbers of students enrolled. The report also omits any discussion of alternative solutions for providing instructors as needs and demands might increase or shift.

A survey of attitudes, perceptions, and interest in foreign languages was reportedly undertaken in the Fall of 1981; however, the results of the survey were not included in this report. If the results have been analyzed in the meantime, they may provide some clue as to the true nature of the foreign language program and the direction in which DOE intends to move. Based on this report alone, however, it is impossible to get a clear picture of the foreign language program in the public schools and where it might or should be headed.

Subject

Status of the Holomua Project and Possible Integration of Its Concepts into Regular School Programming

Source of Request

Section 46, Act 1, First Special Session of 1981.

Nature of Request

The Holomua project is a Hilo High School project which combines vocational experience with instruction in life skills and basic academic skills. Formerly a federally-funded experimental project, it has become wholly dependent upon state funds. Concerned about these annual appeals for funds, the Legislature requested DOE to propose how it might integrate the concepts of the Holomua project into regular school programs.

Executive Response

A report limited to project status was submitted to the 1982 Legislature. It describes alternative courses of action but these are geared to supporting the continuation of the program as is. There is little objective discussion, for example, of the reasons for separate, project-operated courses in basic academic skills taught by project personnel in the civil service, not certificated teachers. There is also no discussion of the rationale for the project to provide all of the transportation for the participants whereas similar transportation is not provided for other students. The major characteristics of the project and their relative importance are not objectively identified, making it difficult to arrive at any conclusions whether the project could succeed elsewhere in the school system.

The financial aspects of the program are not adequately addressed by this report. The number of student participants has decreased, raising questions about student interest and per pupil cost. Also to be considered is the fact that for several years the project has expended more than it was appropriated. Because it was placed in the grants

section of the 1982 Supplemental Appropriations Act where funds cannot be easily shifted, this excess expenditure has been halted for the current year. What is needed is for the Board of Education to present a rigorously analyzed, objective plan which addresses pertinent financial and program issues within the context of the objectives and performance of related programs.

Subject

Relocation of Office of Instructional Services to Save Rental Costs

Source of Request

Section 52, Act 1, First Special Session of 1981.

Nature of Request

By proviso, DOE was directed to explore alternative quarters for its Office of Instructional Services (OIS) within existing public education facilities.

Dramatic increases in the lease rental of a privately owned building in downtown Honolulu, coupled with the steady decline in school enrollment over the years, prompted the Legislature to spur DOE into considering how it might utilize its own facilities to accommodate OIS.

Executive Response

No specific report was submitted; however, during the course of the 1982 session, the department did provide the Legislature with cost estimates for OIS's relocation to vacant school facilities. The board's request for supplemental rental moneys for 1982-83 had not been allowed by the Department of Budget and Finance; thus, it was not included in the Governor's 1982 supplemental budget request. The Legislature did not appropriate the additional funds requested to continue renting space. As a consequence, OIS has moved into several school sites in the Honolulu District. This request overlaps two other legislative requests made during the 1981 legislative session (Senate Resolution No. 251 and House Resolution No. 428). However, no response has been submitted to either of these two other requests.

Subject

Broadening Course Offerings in Vocational Agriculture

Source of Request

Senate Resolution No. 44, Regular Session of 1981.

Nature of Request

Inasmuch as agriculture plays a key role in the State's economy, the Legislature sought to determine DOE's position on broadening vocational agriculture courses in the public schools and requested an analysis of the problems this action might entail and of alternative solutions that might be pursued to overcome these problems.

Executive Response

DOE reported that there are already problems with agricultural education—such as the lack of space in urban areas and the lack of newly trained teachers to replace retirees—without even considering expansion of the program. The matter of agricultural education was also the subject of another request directed jointly to the University of Hawaii and DOE during the 1981 legislative session (House Resolution No. 510). A separate report responding to this second request was prepared by the university in consultation with DOE. It indicates the need for better coordination among the agricultural education activities of the two agencies and recommends the establishment of a joint committee to accomplish this. However, neither that report nor this one really comes to grips with the problems and potentialities of providing agricultural education at the high school level in Hawaii. The entire subject of vocational agriculture needs further study before any meaningful legislative decisions in this area can be made.

Subject

Cardiopulmonary Resuscitation (CPR) Training in Public High Schools

Source of Request

Senate Resolution No. 153, Senate Draft No. 1, Regular Session of 1981.

Nature of Request

The goal of the American Heart Association, the American Red Cross, and other organizations is to train 20 percent of the population in basic cardiac life support techniques. The 1981 Senate believed that the State could assist in this effort by incorporating, where economically feasible, cardiopulmonary resuscitation (CPR) training into state agency programs. Based on the positive results of a pilot project to train high school students on a large scale in Hawaii county, the American Heart Association indicated that a statewide training program could be implemented without much difficulty. Thus, DOE was requested to implement a CPR program in the high schools in the Fall of 1981.

Executive Response

DOE reported that a survey of existing CPR training programs had to be undertaken first, because various districts have been providing instructor training for teachers on a voluntary basis. DOE also maintained that it must resolve problems of cost and teacher participation before it could proceed with implementation of such a program on a systemwide basis. The Legislature's reaction to this response came in the form of two additional requests made during the 1982 legislative session. Under Senate Resolution No. 57, DOE was requested to implement such a program by Fall 1982. House Resolution No. 159, however, only requested that the department examine the feasibility of establishing a permanent CPR training program for public high schools throughout the State. The responses to these two requests are covered in Part II.

Subject

Weighted Class Size Formula for Classes with Students Requiring Special Attention

Source of Request

Senate Resolution No. 176, Senate Draft No. 1, Regular Session of 1981.

Nature of Request

To accommodate the additional teaching burden imposed by students requiring special attention, the Board of Education was asked to report on possible use of the concept of a weighted class size—that is, the assignment of a factor of one to the “normal” student and a higher factor for a student who would require additional teacher attention. The net effect of such an approach would be to reduce the pupil-teacher classroom ratio. The board was also requested to propose a weighted class size formula for legislative consideration.

Executive Response

The board reported on its consultation with the groups named in the resolution and other interested parties. All parties agree that additional resources are needed at the classroom level for this purpose, but express reservations about the rigidity of formulas per se. Accordingly, no further work on a formula was undertaken by the board, and no recommendations on this matter are made to the Legislature. Any lowering of the pupil-teacher ratio would, of course, have a direct impact upon DOE’s budget.

Subject

Reduction of Traffic Safety and Related Problems Through Control of Non-Essential Student Driving

Source of Request

Senate Resolution No. 219, Regular Session of 1981.

Nature of Request

On the apparent assumption that non-essential student driving is contributing significantly to such problems as traffic safety, traffic and parking congestion, air pollution, and excessive consumption of petroleum products, the Legislature requested the Department of Transportation (DOT), in cooperation with school and law enforcement officials on Oahu, to study the problem of non-essential student driving and to propose methods of reducing student traffic.

Executive Response

In response to the legislative request, an ad hoc committee comprised of representatives from DOT, DOE and the Honolulu Police Department prepared a study on proposed methods to reduce student driving. It focuses on drivers in the 15 to 17 years age category. The study presents statistics on accident rates among various age groups and some probable causes for the high rate of involvement in accidents among the 17-and-under age group. Seven proposals are considered to reduce the amount of teenage driving. These proposals include instituting on-campus and off-campus parking limitations, instituting school parking permit fees, raising driving permit and license fees, raising the minimum age of drivers, increasing insurance rates, providing a free bus pass, and instituting a driver probationary period. The impact of each proposal on factors such as safety, cost, and enforcement of the requirements is presented.

However, there is very little discussion of how each proposal might reduce the accident rate among teenage drivers or solve other problems associated with non-essential

student driving. Moreover, the study does not provide any recommendations as to which proposal or proposals might be most effective in solving these problems. Thus, instead of providing any guidance *to* the Legislature, the report ends up requesting further guidance *from* the Legislature.

The report's lack of usefulness probably stems from its failure to define and address adequately the basic problems and issues involved. For example, there is no attempt to define what is meant by non-essential driving or how such driving may be different among school aged children than among adults as to its effects and potentialities for differential treatment. Moreover, there is no clear recognition that several quite different, though perhaps related, problems may be involved. For instance, the data included in the report suggest that the problems of safety and congestion are somewhat separable—that is, parking and traffic congestion may be closely associated with driving to and from school whereas safety may be a much more serious problem during non-school periods, such as evenings and weekends. Thus, solutions aimed at one problem may have no effect, or even adverse effects, upon another problem.

Subject

Consolidation of Underutilized Schools

Source of Request

Senate Resolution No. 251, Regular Session of 1981.

Nature of Request

Overall enrollment in public schools has been steadily declining for almost a decade resulting in the reported vacancy of over two hundred classrooms and the underutilization of several schools. At the same time, shifts in enrollment into areas experiencing rapid growth have required the construction of new facilities.

Taking these trends into consideration, two requests were made: (1) the Board of Education was to establish a program for the consolidation of underutilized schools and report on the positive action being taken to reduce unnecessary expenditures (prior to submitting any request to the Legislature for supplemental funding for FY 1982–83 DOE programs) and (2) DOE was to submit a report indicating the initiation of consolidation proceedings.

Executive Response

A report titled “Plan for Housing the Department of Education’s Programs and Functions” and a board response to the resolution were prepared by DOE. The board deferred action on both items, then returned the plan to the superintendent for further study. The superintendent was directed to present it to the board again when she was ready. That has yet to occur, and the Legislature has not yet received a response to this resolution.

This request overlaps two other legislative requests made during the 1981 legislative session (Section 52, Act 1, First Special Session, and House Resolution No. 428). The draft report referred to above was prepared in response to the two resolutions. However, no response has been submitted to either of these two requests, and this remains an important and sensitive issue requiring attention.

Subject

Programs for Developmentally Disabled Adults Over 20 Years of Age

Source of Request

Senate Resolution No. 255, Senate Draft No. 1, Regular Session of 1981.

Nature of Request

The Legislature requested that the State Planning Council on Developmental Disabilities under the Department of Health study the programs which provide needed services to developmentally disabled adults after age 20. The study was to include a determination of services that can be provided under present laws. If such services cannot be provided, the study was to recommend legislative action. This study was to be done in cooperation with the Department of Health (DOH), the Department of Social Services and Housing (DSSH), and the Department of Education (DOE).

Executive Response

The State Planning Council on Developmental Disabilities submitted a report which describes the services provided by DOH and DSSH for developmentally disabled adults based on the provisions in their respective sections of the statutes. This report acknowledges that DOE is not statutorily responsible for disabled adults beyond age 20. DOE does not appear to have had any substantial input into this report and, perhaps, rightly so. Also, none of the recommendations has any direct impact on DOE.

Subject

Feasibility of Constructing a Second High School for West Hawaii at the Kealakehe Complex Site

Source of Request

Senate Resolution No. 257, Senate Draft No. 1, Regular Session of 1981.

Nature of Request

DOE was requested to study the feasibility of constructing a second high school at the Kealakehe complex in West Hawaii. Konawaena High School is presently the only high school in the Kona area. Residents are concerned that the facilities at Konawaena are too old and limited for the expanding population.

Executive Response

A report on cost estimates and projected enrollment was submitted to the 1982 Legislature. The report shows that enrollment projections do not justify a second high school in Kona. Construction of a new school would cost \$29 million and would result in the idling of many facilities at Konawaena. Moreover, such a split would mean that program offerings at each school would have to be minimal whereas a single operation assures greater diversity and flexibility in the use of resources.

Subject

Nutrition Education in the Public Schools

Source of Request

Senate Resolution No. 274, Senate Draft No. 1, Regular Session of 1981.

Nature of Request

The Nutrition Education and Training Program (NETP), established in 1977 under Public Law 95-166, provided grants for each state to develop its own program in nutrition education. DOE conducted a major nutrition needs assessment in 1980 and was in the process of developing a state plan for nutrition education and training based on that assessment when federal support for this program terminated.

DOE was encouraged to continue its commitment to the nutrition education program in spite of the loss of federal funds.

Executive Response

A 1982 status report was submitted which describes DOE efforts to continue on its own. However, no program costs are included and there is no indication that legislative action will be sought. From this report it cannot be determined the extent to which the budget might be affected either by continuation or termination of efforts in this area.

Subject

Minimum College Preparatory Curriculum Offerings at All Public High Schools

Source of Request

Senate Resolution No. 282, Regular Session of 1981.

Nature of Request

A concern that the public schools offer enough college preparatory courses prompted a request that DOE report on: (1) the kind and number of college preparatory courses being offered, (2) student enrollment in these courses, and (3) the student-teacher ratio for the courses.

Executive Response

The department no longer has a specified "track" for college-bound students. The report submitted in response to this request was based on several sets of internal information. However, it contains little in the way of analysis. The summary table seems to indicate that many districts do not meet the standard of 133 courses which the department has determined should be the minimum available. Further explanation would appear desirable.

Subject

Availability of Alternative Education Services Relative to Where Needs Exist

Source of Request

House Resolution No. 38, House Draft No. 1, Regular Session of 1981.

Nature of Request

The marked increase in the number of alternative education programs in recent years has led to concern that these programs, which were initiated by various means with funds from numerous sources, may have been allowed to proliferate almost haphazardly. The possibility that the programs may not be available in those schools where alternative education services are most needed prompted the request for a comprehensive report by the Board of Education. The report was to include structure and organization, program size, number of private providers and their relationship to the DOE-operated programs, planned direction and development, and implementation problems.

Executive Response

A report along with the *Program Plan for Alienated Students* was submitted to the 1982 Legislature. The response is limited to a description of the structure and organization of the school alienation program. The board and the department have yet to provide any clear indication to the Legislature that coordination for the total program is being achieved and that alternative education services are indeed being provided where they are most needed.

Subject

Corrective Measures Against School Violence and Vandalism

Source of Request

House Resolution No. 39, House Draft No. 1, Regular Session of 1981.

Nature of Request

In recognition of the problem of violence and vandalism in the schools and the need for additional information to determine ways of minimizing incidents, the Legislature requested the Board of Education to study methods by which violence and vandalism can be reduced. Specifically, the resolution asked the board to take corrective measures against school violence and vandalism by: (1) streamlining Rule 21, (2) establishing a more aggressive truancy system, (3) maximizing the visibility and accessibility of principals, and (4) establishing uniform recordkeeping and reporting procedures for incidents of violence and vandalism.

Executive Response

A report which describes the corrective action taken was submitted to the 1982 Legislature. While it describes the measures that have been taken, the report does not tell how these measures are going to reduce violence and vandalism in the schools. By simply returning truants to school and permitting vice principals as well as principals to suspend students, there is little assurance that a reduction in violence and vandalism will necessarily follow. Indeed, forcing some students to stay in school may actually increase unrest and disruption on campus. What appears to be needed is a definite and comprehensive plan of action that includes as one of its features a means of monitoring and evaluating the performance of the plan and its achievements in terms of reducing violence and vandalism.

Subject

Special Training to Keep Educational Officers in Closer Touch with Conditions at the School and Classroom Levels

Source of Request

House Resolution No. 212, House Draft No. 1, Regular Session of 1981.

Nature of Request

Educational officers who have been away from the classroom for a number of years may well have lost touch with the day-to-day problems of students and teachers alike. Thus, the Board of Education was requested to consider including in the in-service training of educational officers a requirement that each officer have direct contact with students for a minimum of one semester in each three-year period. Such contact could include teaching a class, coaching, participating in a student activity, or other similar responsibilities, with no more than one-third of the educational officers to be involved during any one semester.

Executive Response

The Board of Education merely reported that it was carefully considering the recommendation at that time. Little else appears to have been done on this matter. It would appear that such a training program could be implemented with minimal impact on the DOE budget.

Subject

Programs to Educate Residents Concerning the Role of Tourism in Hawaii

Source of Request

House Resolution No. 362, House Draft No. 1, Regular Session of 1981.

Nature of Request

The Legislature requested the Office of Tourism in the Department of Planning and Economic Development to work closely with the Visitor Industry Council, the Hawaii Visitors Bureau, the Hawaii Hotel Association, and the Department of Education in coordinating and expanding programs designed to inform and educate residents on the role of tourism in Hawaii. The Office of Tourism was requested to submit a progress report to the 1982 Legislature.

Executive Response

No report was submitted to the Legislature in 1982. However, it is indicated that a progress report will be presented to the Legislature during the 1983 session.

Subject

Maximization of Use of School Facilities to Save on Rental of Outside Office Space

Source of Request

House Resolution No. 428, Regular Session of 1981.

Nature of Request

The Office of Instructional Services (OIS) occupied rented space in downtown Honolulu for a number of years. Dramatic increases in the lease rental coupled with the steady decline in school enrollment led the Legislature to conclude that the department should develop a plan to maximize the utilization of state-owned facilities and thereby save on rental expenses.

Accordingly, DOE was requested to develop relocation plans and other options to achieve maximum use of its own facilities.

Executive Response

A report titled "Plan for Housing the Department of Education's Programs and Functions" and a board response to the resolution were prepared by DOE. The board deferred action on both items, then returned the plan to the superintendent for further study. The superintendent was directed to present it to the board again when she was ready. That has yet to occur and the Legislature has not received the plan. The 1982 Legislature received instead only some figures on the cost of relocating the Office of Instructional Services. In the face of the Legislature's refusal to appropriate more rental funds, OIS has been relocated to several schools in the Honolulu District.

This legislative request overlaps two other legislative requests made during the 1981 legislative session (Section 52, Act 1, First Special Session, and Senate Resolution No. 251). The draft report referred to above was prepared in response to the two resolutions. However, no response has been submitted to either of these two requests, and this remains an important and sensitive issue requiring attention.

Subject

Assessing and Meeting the Needs for Agricultural Education in Hawaii

Source of Request

House Resolution No. 510, House Draft No. 1, Regular Session of 1981.

Nature of Request

The Legislature requested a study of agricultural education in public programs to be conducted by the University of Hawaii (UH) and the Department of Education (DOE). The study was to include all agricultural education offerings by public institutions. It was also to include an evaluation of the need for articulation or coordination among such institutions and recommendations on how to meet such a need, if any were found. The university and DOE were also to review the extent to which alternative educational opportunities are offered to alienated and potentially alienated students and make recommendations on how to strengthen agricultural education as an alternative opportunity. The Legislature also requested that the end result of the study be the development of a process for the continuing review of educational needs in agriculture and means of meeting such needs.

Executive Response

Agricultural education offerings are provided by DOE through its secondary schools and by the University of Hawaii system through the Hawaii, Maui, and Windward Community Colleges, UH at Hilo and UH at Manoa. The study recognizes that a need for continuing and more formalized articulation and coordination among these institutions exists. The study recommends that the UH President appoint a Standing Committee on Agricultural Education to be the first step in the development of a process for the continued review of educational needs in agriculture and the means of meeting such needs.

Agricultural education as an alternative for alienated students is available through DOE's vocational-technical program and the UH's community colleges and Cooperative Extension Service. Recommendations are made by DOE on strengthening agricultural

education but these are not germane to the point at issue. The report does not discuss how these recommendations will improve alternative educational opportunities for alienated or potentially alienated students or increase their utilization of such opportunities.

The Legislature may want to be informed concerning follow-up action on the recommendations set forth in this report, including clarification of ways in which agricultural education might be strengthened to meet the needs of alienated and potentially alienated students.

Subject

Review of the Capital Improvements Program (CIP) Process for the Public Schools

Source of Request

House Resolution No. 518, Regular Session of 1981.

Nature of Request

There was concern that the needs of the public school system for educational facilities may not be adequately reflected in the State's capital improvements program. Also, it was unclear whether CIP requests which are determined by DOE to be of equal priority would actually receive equal consideration for funding under the current process. Therefore, the Legislature requested the Department of Accounting and General Services (DAGS) to review the current process of initiating, setting priorities for, and funding CIP requests for the public schools. This review was to be conducted with the assistance of the Department of Budget and Finance, the Governor, and DOE, including the Board of Education.

Executive Response

The focus of the study was limited to the DOE CIP Priority System, which represents a departmental policy statement on providing facilities to implement educational objectives. A matrix system is used to establish CIP priority lists for DOE projects. This matrix system consists of four categories and five priority levels in each category. The study evaluated the DOE CIP Priority System based on six criteria. The evaluation concluded that the DOE CIP Priority System is necessary, logical, simple to use, fair, and flexible, and reduces problems. Hence, the report indicates that that system fairly and equitably represents the true needs of the public schools although it makes recommendations for improving the system and its use.

However, the report goes on to show that the actual application of the priority system is not always fair and equitable. A review of the 1981–83 DOE CIP budget request shows that it did not consistently follow the DOE guidelines. For example, lump sum capital improvement items were given a higher rating than specified. Moreover,

although DOE guidelines state that a school is allowed only one major support facility per biennium, two major support facilities were planned for construction in one school for the 1981–83 biennium. Thus, the actual application of the DOE CIP Priority System may result in unfair and inequitable treatment. The report's recommendations do not deal directly with how to overcome this problem.

The study also reviewed the Waiakeawaena School library expansion project. DOE was appropriated funds for the expansion of the library in 1975, 1976, 1978, and 1979. The first three appropriations lapsed. The project was scheduled to be underway by early 1982. DAGS could not find any definite reason why there was such a long delay in initiating the project.

Subject

More Equitable Distribution of Off-Ratio Teachers to Strengthen Programs for Gifted and Talented Students

Source of Request

House Resolution No. 528, House Draft No. 1, Regular Session of 1981.

Nature of Request

The use of off-ratio personnel to augment instruction by regular teachers is a common strategy in DOE to meet specific needs. However, the Legislature has learned that programs for the gifted and talented students at the secondary level, particularly the Advanced Placement Program, are not allocated any off-ratio personnel.

Accordingly, the Board of Education was requested to study the feasibility of more equitably distributing off-ratio teachers so as to strengthen programs for gifted and talented students and encourage the expansion of the Advanced Placement Program at secondary schools. If possible, the board was further requested to implement the redistribution for Fall 1981.

Executive Response

A report on the department's progress was submitted to the 1982 Legislature. With the exception of 3-on-2 positions, presently available off-ratio positions are distributed among both elementary and secondary schools in a variety of ways. The board reported that the distribution is undertaken according to "identified needs, important purposes, specific program plans and approved activities, Federal law, State regulation and/or high priority goals, objectives or expectations." Three-on-two positions through the 1982-83 school year have been distributed on the basis of school level applications for their use. From September 1983, however, the department is mandated by Act 261, SLH 1982, to distribute those positions proportionately by elementary school enrollments. The board reported that 163 of the 482 teacher positions in the 3-on-2 appropriation were used for gifted and talented programs in 1980-81.

The board's response to this request is largely perfunctory. Little of substance appears to have been undertaken for the Advanced Placement Program by way of reallocating existing positions and resources. The board has merely sought additional resources.

Subject

Strengthening the Safety Inspections of School Buses

Source of Request

House Resolution No. 557, House Draft No. 1, Regular Session of 1981.

Nature of Request

The Legislature requested the Department of Transportation (DOT), the Department of Education (DOE), and the Department of Accounting and General Services (DAGS) to review their policies on safety inspections of school buses and to conduct independent random safety inspections of school buses to insure that the buses comply with regulations.

Executive Response

DOT prepared the report that was submitted to the Legislature on this matter. Generally, the report indicates that existing conditions are satisfactory and that present safety regulations and enforcement are adequate. However, the report suffers from several serious shortcomings.

For one thing, it does not really examine jurisdictional overlapping in this field and any problems this may present. DOE establishes rules and regulations governing the safety of school buses as authorized under Section 286—181, HRS. However, it does not directly administer the school transportation program and has no means of its own to enforce its safety regulations. DAGS directly administers the school transportation program, but has no rules and regulations of its own relating to school bus inspections and assumes no significant enforcement responsibility in this area. DOT, on its part, uses both the Rules and Regulations To Be Observed by Motor Carriers in the State of Hawaii, PUC General Order No. 2, and Sections 286—202 to 286—216, HRS, to exercise jurisdiction in this area. The county police departments also have a general responsibility to enforce these laws and regulations. The report briefly describes these various legal provisions and the roles of the state agencies, but nowhere is there any assessment of this network of laws, regulations, and enforcement activities.

Pursuant to the request that a random safety check be made of school buses, DOT assigned this task to its motor carrier safety officers who inspected 415 school buses on Oahu, Kauai, Maui, Molokai, Lanai, and Hawaii. On the basis of this experience, the report concludes that the present school bus inspection program is satisfactory and that ongoing random inspections will be sufficient to meet the safety needs of the school transportation program. Yet, during this inspection effort, 35 buses had sufficiently serious safety problems that they had to be withdrawn from service. In addition, there were 211 buses where safety discrepancies were detected, but were not so serious that the buses had to be removed from service. Thus, over half of the buses inspected had safety deficiencies, but the report fails to stress this point. This appears to be a rather high rate of violation of safety standards.

This high rate of violation raises a serious question about another aspect of the school bus safety program. Under applicable rules and regulations, school bus drivers are required to conduct pre-trip inspections of their equipment and to prepare post-trip reports on the condition of their vehicles after the final trips are taken each day. The high rate of discrepancies found strongly indicates that these requirements on drivers are not being effectively enforced. Yet, no mention is made in the report of the extent of this problem and possible solutions to it.

School bus safety is much too serious a matter to take a casual attitude toward the enforcement of school bus safety requirements. The Legislature's concern regarding this matter was sufficiently strong that at the 1982 legislative session it again requested the affected agencies to pursue the strengthening of safety enforcement in this area (House Resolution No. 206). The report on this later request has just recently been received, and it is more disquieting than this report. As indicated in Part II, the later report shows a dramatic increase in violations detected and yet contains no expression of concern or alarm on the part of the affected agencies.

Subject

Resolution of Issues Affecting the Job Sharing Program for Teachers

Source of Request

House Resolution No. 580, House Draft No. 1, Regular Session of 1981.

Nature of Request

Act 150, Session Laws of Hawaii 1978, established a three-year job sharing project within DOE. Up to 100 full-time teaching slots could be converted to job sharing positions. The Legislative Auditor was assigned the task of evaluating the project. The Auditor's March 1981 evaluation report highlighted some issues that surfaced during the project. The Board of Education was asked to resolve those issues in consultation with the collective bargaining unit and report on the measures taken.

Executive Response

A detailed report was submitted to the 1982 Legislature. The Legislature responded by amending the job sharing legislation to extend the period of the pilot test and to allow two tenured teachers to pair together on a trial basis (Act 128, SLH 1982). The Legislative Auditor is to report on this pairing arrangement in January 1984.

PART II

**LEGISLATIVE REQUESTS MADE TO THE
DEPARTMENT OF EDUCATION
DURING THE 1982 LEGISLATIVE SESSION**

LISTING OF LEGISLATIVE REQUESTS DIRECTED TO THE DEPARTMENT OF EDUCATION DURING THE 1982 LEGISLATIVE SESSION

During the 1982 legislative session, 18 additional legislative requests were directed wholly or in part to the Department of Education (DOE)—including four that were in follow up on responses made to requests from the 1981 legislative session. Of these, 14 called for formal responses from DOE and four called for responses from other agencies. Those requiring formal responses by DOE are indicated by an asterisk. Formal responses to 15 of the 18 requests have been submitted, but in one case only a preliminary report has been provided and the final report is still pending. Three responses from DOE are still pending and are indicated by a double asterisk. Requests which have direct implications for DOE's 1983–85 biennial budget are indicated by a B in parenthesis.

<i>Source of Request</i>	<i>Subject of Request</i>	<i>Page</i>
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1. Section 44A, Act 264, Regular Session of 1982	*Evaluation and Comprehensive Program Design for the Hawaiian Studies Program (B)	47
2. Section 48A, Act 264, Regular Session of 1982	*Reallocation of School Counselors (B)	48
3. Section 54B, Act 264, Regular Session of 1982	**Development of Funding Criteria, Evaluation Requirements, and Expiration Dates for Educational Demonstration and Research Projects	49
Senate Concurrent Resolution		
4. No. 29 (Also Senate Resolution No. 41, which is the same)	*Correction of Possible Pay Differential Inequities Between 10-Month and 12-Month Educational Officers (B)	50
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5. No. 10	*Renovation of the Hawaii State Library Building and Expansion of the Hawaii State Library (B)	51
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13. No. 206	Independent Random Safety Inspections of School Buses and Strengthening Enforcement of School Bus Safety Regulations	59
14. No. 210	*Identification of School Facilities Requiring Soundproofing to Comply with Health Regulations (B)	61
15. No. 285	**Revision of Staffing Guidelines for Special Education Classes (B)	62
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17. No. 311	Teacher Education to Deal with Students with Behavioral/Attitudinal Problems	64
18. No. 325	*Compensation Schedule for Coaches (B)	65

Subject

Evaluation and Comprehensive Program Design for the Hawaiian Studies Program

Source of Request

Section 44A, Act 264, Regular Session of 1982.

Nature of Request

This budget proviso request was a follow up to a request made in the 1981 session. The response to the 1981 Legislature had been incomplete and largely unsatisfactory as discussed in Part I herein. The 1982 Legislature reacted to it by mandating that a program and evaluation design must accompany any request for the program's expansion for the 1983–85 biennium.

Executive Response

A lengthy report has been submitted to the 1983 Legislature. The report is the most complete one thus far on the Hawaiian studies program. However, the total scope of the program has not yet been determined by DOE. Not all program components have been designed; teaching materials and training programs are being developed incrementally. Evaluation of program effectiveness is not set. Thus, despite the length of this response, the Legislature remains in the dark as to the multi-year plans and programming for the Hawaiian studies program, including its long-term budget implications.

Subject

Reallocation of School Counselors

Source of Request

Section 48A, Act 264, Regular Session of 1982.

Nature of Request

Through this budget proviso, the Board of Education was asked to prepare a plan by which school counselors would be reallocated, from September 1983, to reflect student enrollment and special student needs. The board was also to submit a report displaying both the current counselor placements and the proposed reallocation.

Executive Response

A comprehensive report has been submitted to the 1983 Legislature. It traces the historical development of the counseling program, particularly the large infusion of elementary counselor positions in 1980. The report maintains that because that infusion was still less than the department had requested, many of the larger elementary schools are operating with a higher than average student-counselor ratio. The report points out, however, that those schools also benefit from the services of vice principals who are not available to the smaller elementary schools, and thus the situation may not be as bleak as it seems if only the counselor ratio were considered.

The department offers several alternative reallocations based on various criteria and recommends one plan. The recommended alternative takes into account school enrollments, the organizational pattern of the schools, and the 1980 legislative intent of eliminating the practice of two schools sharing one counselor. The report indicates that the schools with 800 to 990 students will continue to be staffed by one counselor and one vice principal.

The Legislature should note that the executive budget request contains an expansion request for 25 additional counselor positions. These, however, are earmarked solely for intermediate schools. The effect of these additional positions, if granted, on the proposed reallocation is not clear.

Subject

Development of Funding Criteria, Evaluation Requirements, and Expiration Dates for Educational Demonstration and Research Projects

Source of Request

Section 54B, Act 264, Regular Session of 1982.

Nature of Request

The management of demonstration and special projects in DOE is not uniform and standardized. There are no guidelines to determine whether any project has demonstrated enough success to warrant its inclusion into the regular funding structure so projects continue on a trial basis for many years, long after their worth should have been ascertained.

By this budget proviso, the Board of Education was asked to develop funding criteria, evaluation requirements and standardized project expiration dates for all demonstration and research projects and to submit a comprehensive report of its findings and recommendations.

Executive Response

A report will be submitted during the 1983 legislative session. The department is still trying to integrate several systems into one. This review will not be completed until March 1983, at which time an integrated system will be proposed for adoption. It remains to be seen whether the board will adhere to this timetable and, more importantly, whether the integrated system will indeed result in tighter monitoring and control.

Subject

Correction of Possible Pay Differential Inequities Between 10-Month and 12-Month Educational Officers

Source of Request

Senate Concurrent Resolution No. 29, Senate Draft No. 1, and Senate Resolution No. 41, Senate Draft No. 1, Regular Session of 1982.

Nature of Request

There are two categories of educational officers (EOs) in DOE: (1) specialists at the state and district offices who work a 12-month year, and (2) school administrators who work a 10-month year. Collective bargaining agreements have attempted to redress pay disparities between these two groups. The Legislature was concerned that equity may not be fully achieved and requested, by two resolutions, that the Board of Education review the possible problem of parity and make recommendations to correct any inequities uncovered.

Executive Response

A report has been submitted to the 1983 Legislature. The board recommends two options, both requiring statutory amendment: (1) creation of a separate salary schedule for 12-month educational officers or (2) empowering of the Board of Education to adopt policies and regulations to authorize salary differentials, subject to funding by the Legislature. However, both options have serious collective bargaining implications which must be thoroughly considered.

Subject

Renovation of the Hawaii State Library Building and Expansion of the Hawaii State Library

Source of Request

Senate Resolution No. 10, Senate Draft No. 1, Regular Session of 1982.

Nature of Request

The Hawaii State Library building was reported to be in need of extensive renovation and repair work. The wings of the building were constructed in 1913 and 1929.

Accordingly, the Board of Education was asked to report to the Senate Committee on Education ten days prior to the conclusion of the 1982 Legislature on the present condition of the Hawaii State Library building, the renovation or repair work needed, the cost and time required for renovation, and whether other state buildings could be used to accommodate expansion of the library.

Executive Response

A report was transmitted to the Senate Committee on Education on April 12, 1982. Extensive renovation at a cost of \$600,000 is reported to be required. The renovation would take approximately 18 months. Other nearby state buildings are reportedly occupied.

Subject

DOE's Noise Abatement Program

Source of Request

Senate Resolution No. 19, Senate Draft No. 1, Regular Session of 1982.

Nature of Request

Noise problems at Waipahu Elementary School prompted the Legislature to request the Board of Education to report on the status of the department's noise abatement program and the manner by which more timely improvements could be made.

Executive Response

A report has been submitted to the 1983 Legislature. The department is already implementing a statewide noise abatement program. The noise problems at 23 schools were measured and priorities for corrective action were set according to the number of classrooms affected and the severity of the problem. Waipahu Elementary School is number 20 on the schedule of implementation as of September 28, 1982. A number of the higher priority projects, however, have been initiated and/or completed. The report recommends no change.

Subject

Evaluation of Alternative Ways to Serve Children with Orthopedic Handicaps in the Central School District

Source of Request

Senate Resolution No. 27, Senate Draft No. 1, Regular Session of 1982.

Nature of Request

Orthopedic units, which provide educational and health services to orthopedically handicapped and other health-impaired children, operate out of Jefferson School in Honolulu District and Pohakea School in Leeward District. Twelve of the 50 students served by these two units live in Central District. The Legislature sought alternatives to this arrangement in order to reduce the distance and travel time between school and home, and requested DOE and the Department of Health to develop appropriate alternatives to accomplish this objective.

Executive Response

A report was prepared by DOE which briefly describes various alternatives including relocation of an existing unit and establishment of new ones in several configurations. No recommendation on a preferred alternative is offered. Rather, the report states that one of the alternatives will be selected by the end of the current school year.

The board rejected this departmental report in November 1982. The department was instructed to re-do the report completely. The 1983 Legislature has not yet received the new version.

Subject

Interpreter Services for the Hearing Impaired

Source of Request

Senate Resolution No. 55, Senate Draft No. 1, Regular Session of 1982.

Nature of Request

The Legislature requested the Commission on the Handicapped in cooperation with the State Coordinating Council on Deafness, to conduct a study to determine the need for a model state law for interpreters for hearing impaired people. If such a need was found to exist, it was further requested that appropriate legislation be drafted and submitted to the 1983 legislative session. The Department of Education was one of many agencies requested to sit on an interim committee to conduct the study.

Executive Response

Concurring that the current state law does not provide for interpreters for persons who, because of impaired hearing, cannot readily understand or communicate in spoken language and who, consequently, cannot equally participate in or benefit from proceedings, programs, or activities of government agencies, the Commission on the Handicapped has submitted proposed legislation on this subject. The proposal relates to the appointment of interpreters for hearing impaired individuals for administrative, legislative, and judicial proceedings.

Although DOE was represented on the interim committee and participated in the drafting of the proposal, the department would not be significantly affected by the proposed law.

Subject

Implementation of a Cardiopulmonary Resuscitation (CPR) Training Program in the Public High Schools by Fall 1982

Source of Request

Senate Resolution No. 57, Regular Session of 1982.

Nature of Request

The Senate's desire to increase the number of CPR-trained persons in the State was previously expressed in the 1981 legislative session. The Board of Education did not approve the implementation of CPR training for the Fall of 1981 as requested. Thus, in 1982 the Senate reiterated its request by calling for implementation of a CPR program in Fall 1982. By separate action the House of Representatives expressed support for the idea and requested DOE to study its feasibility (House Resolution No. 159).

Executive Response

A report has been submitted to the 1983 Legislature. It expresses the Board of Education's reasons for its belief that such implementation is not feasible. These include the unavailability of personnel and funds, curriculum displacement, certification requirements, the inabilities of some students to master the technique, and other probable problems. The report also disagrees with two assumptions upon which the resolution is based.

Should the Legislature wish to pursue this matter, one avenue to be explored is a structured pilot test of one or more delivery alternatives developed by rigorous analysis. A carefully planned pilot test should yield reliable cost data and enable the program's evaluators to prove the validity or invalidity of the assumptions made concerning such a program.

Subject

Update on Current Costs and Benefits of Establishing a Preschool Program for Children Under Five Years of Age

Source of Request

House Resolution No. 16, House Draft No. 1, Regular Session of 1982.

Nature of Request

The State is required by statute to provide free public education to all children who are at least six years of age on or before December 31 of the school year. In actual practice, kindergarten is open to five-year old children. For those normal children under five years of age, DOE has no direct program. Rather, the department has focused upon helping care-givers with in-service training and instruction in parenting. DOE was asked to review its policies and provide updated data on a state-funded pre-age five program.

Executive Response

A report has been submitted to the 1983 Legislature. Various alternatives are offered under the broad umbrella of early childhood education. Cost data are still under final development; preliminary figures range from no additional cost to \$204 million, depending on target group and program configuration.

Any proposed preschool, mandatory kindergarten, or early childhood education program must be carefully defined before cost estimates are made. Particularly crucial are the objectives and definitions of target group(s) and program configurations. The term, "preschool," must be clear and consensus must be achieved before appropriations are made.

Subject

Feasibility of Establishing a Permanent Cardiopulmonary Resuscitation (CPR) Training Program in the Public High Schools

Source of Request

House Resolution No. 159, Regular Session of 1982.

Nature of Request

In response to a request from the 1981 legislative session, DOE reported to the Legislature in 1982 that the matter of implementing a statewide program of CPR training for public high school students was still under consideration. The Senate reacted by requesting that such a program be implemented by Fall 1982 (Senate Resolution No. 57). The House of Representatives approached the matter of training in basic life support techniques by requesting the Board of Education to study the feasibility of establishing a permanent CPR program in the high schools. Specifically, the study was to consider the requirement of a basic course for ninth graders and refresher training courses for older students, and completion of the program as a prerequisite for high school graduation.

Executive Response

A report has been submitted to the 1983 Legislature. Several alternatives are analyzed for cost and curriculum implications. Cost projections range from \$6,000 to \$3,849,918. The report maintains that the voluntary nature of the current, albeit limited, program is a significant factor in its success. This report recommends that the department continue its present program and that the high schools initiate programs on a voluntary basis.

Should the Legislature wish to pursue this matter, one avenue to pursue is a carefully structured pilot test which follows from rigorous analysis. By this means, costs and effectiveness can be measured and a more soundly based determination can be made whether or not to expand the program statewide.

Subject

Educational Opportunities for Vietnam Veterans

Source of Request

House Resolution No. 195, House Draft No. 2, Regular Session of 1982.

Nature of Request

The Department of Education was requested, along with other agencies, to cooperate in a University of Hawaii study to find alternative ways to improve the capabilities of Vietnam veterans to find employment.

Executive Response

No report has yet been submitted on this matter. A complete report is expected to be available shortly.

Subject

Independent Random Safety Inspections of School Buses and Strengthening Enforcement of School Bus Safety Regulations

Source of Request

House Resolution No. 206, Regular Session of 1982.

Nature of Request

In follow-up on a report submitted to the Legislature in response to a request made during the 1981 legislative session, the Legislature requested the Department of Transportation (DOT) to continue the program of random safety inspections of school buses and to report to the Legislature. The Departments of Education and Accounting and General Services also were requested to cooperate with and to assist the DOT in making its report and in continuing the program on independent random safety inspections of school buses. The Legislature also specified that the report discuss alternative mechanisms that may be used to encourage bus companies to reduce the number of safety violations and correct safety discrepancies which endanger school bus drivers, their passengers, other drivers, and pedestrians, whether by criminal sanctions, fines, or otherwise.

Executive Response

As in last year's report, the DOT submitted a report which consists mainly of safety inspection data and concludes that "[t]he present school bus inspection program in operation now indicates that the system of safe buses on our highways in Hawaii is working and that the program is only effective if the driver reports the unsafe condition to the mechanic or the owner of the company so corrective measures can be taken."

There is no discussion in the report of alternative mechanisms that may be used to encourage bus companies to reduce the number of safety violations and correct safety discrepancies which endanger school bus drivers, their passengers, other drivers, and pedestrians, whether by criminal sanctions, fines, or otherwise.

Inspection data for 1981 and 1982, however, indicate a deteriorating situation and a pressing need to improve school bus safety. Pertinent data for the two years are as follows:

	<i>1981</i>	<i>1982</i>
Number of school buses under contract to the State (including state-owned buses)	700	723
Number of buses inspected	415	411
Number of buses placed out of service*	35	63
Number of buses with other safety discrepancies**	211	365

*Buses with serious safety problems.

**Buses with safety problems not deemed serious enough to be placed out of service.

The number of buses placed out of service in 1981 was 35, or 8.43 percent of the buses checked, while the 1982 count was 63 out of 411, or 15.32 percent. This represents an 80 percent increase in serious safety problems from 1981 to 1982.

The total number of safety defects listed also climbed from 346 in 1981 to 428 in 1982. Thus, the average defects per bus increased from 0.6 in 1981 to over 1.0 in 1982.

It should also be recognized that only state-contracted and state-owned vehicles were included in these random safety inspections. There are numerous other buses transporting children daily which have not been included in these safety checks. It is possible that the problem may be even more serious with respect to these other buses.

The data from this two-year safety check program on school buses not only indicate a need to continue the program, but also point up the need to consider stronger measures, such as criminal sanctions, fines, or other methods, to reduce the incidences of unsafe conditions.

Subject

Identification of School Facilities Requiring Soundproofing to Comply with Health Regulations

Source of Request

House Resolution No. 210, Regular Session of 1982.

Nature of Request

Noise from within certain school facilities sometimes exceeds the allowable noise levels established by the Department of Health (DOH). Complaints from neighboring communities prompted the Legislature to request that the Board of Education report on the school facilities which require soundproofing to bring them into compliance with DOH noise regulations.

Executive Response

A report has been submitted to the 1983 Legislature. It lists nine schools which may require corrective measures. Options offered for dealing with this problem include rescheduling of school activities, construction of new facilities, and statutory or regulatory exemption of educational activities from noise regulations. However, the department maintains it has corrected its violations. It also maintains that, in most instances, compromises between a school and its neighbors can be reached, and recommends that the Legislature take a status quo approach to this problem.

Subject

Revision of Staffing Guidelines for Special Education Classes

Source of Request

House Resolution No. 285, House Draft No. 1, Regular Session of 1982.

Nature of Request

The deployment of special education teachers is currently based on Superintendent's Procedure 75-42, entitled "Staffing Standards and Allocation Procedures for State-Funded Special Education Instructional Positions." This was drafted prior to the effective date of Public Law 94-142, The Federal Education of All Handicapped Children Act of 1975. The Legislature was concerned that those staffing guidelines might not conform to current requirements and requested the Board of Education to evaluate, refine, and update Superintendent's Procedure 75-42.

Executive Response

A report was prepared by the department but will not be transmitted to the 1983 Legislature. The Board of Education maintains that the collective bargaining implications of the matter prevent the report's transmittal.

Subject

Assessment of Project Ho'okoho: Training Program for Adults in Contact with Special Education Students

Source of Request

House Resolution No. 286, House Draft No. 1, Regular Session of 1982.

Nature of Request

In furtherance of their commitment to handicapped children, the University of Hawaii and the DOE have developed with federal funds an in-service training program for regular and special education teachers, administrators, support personnel, and parents, known as Project Ho'okoho. The Legislature requested a report on this project as well as other options for in-service training.

Executive Response

A report by a joint UH-DOE task force has been submitted to the 1983 Legislature. Predictably, the task force finds the project to be effective and recommends that it be continued through state funding. The evaluation would have been more convincing if it had been made by persons who were not so deeply involved in the development and implementation of the project.

Subject

Teacher Education to Deal with Students with Behavioral/Attitudinal Problems

Source of Request

House Resolution No. 311, Regular Session of 1982.

Nature of Request

The Department of Education was requested to assist the University of Hawaii in developing a program to strengthen the skills and competency of prospective teachers in dealing with students with behavioral and attitudinal problems.

Executive Response

The report represents a comprehensive review and approach to strengthen prospective teachers in dealing with the problem of student discipline. The study found three deficiencies in the teacher education program in this area and appropriate adjustments to curriculum have been prepared. These adjustments include increasing the student teaching requirement from one semester to two semesters. There is nothing in the report, however, for a continuing education program to improve the skills of teachers already in the public school system.

Subject

Compensation Schedule for Coaches

Source of Request

House Resolution No. 325, House Draft No. 1, Regular Session of 1982.

Nature of Request

Coaches in the DOE's athletic program have historically maintained that their compensation schedule is not commensurate with the requirements of their positions. Accordingly, the Board of Education was requested to present a report on this matter covering such matters as historical background, appropriateness, and comparison with other public and private schools.

Executive Response

A report has been submitted to the 1983 Legislature with the requested information. The report shows that the DOE compensation schedule provides lower compensation than the other schedules used for the comparison.