

Re: Testimony in SUPPORT of HB 2243 Relating to Education

I **STRONGLY SUPPORT** the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists.

In the Department of Education (DOE), Speech-Language Pathologists (SLPs) are a vital member of a school's comprehensive student support team. SLPs provide necessary direct and consultative special education speech and language services, collaborate with teachers regarding recommendations for accommodations and interventions, and offer services for non-eligible students under a multi-tiered system of support. They are trained to work with a variety of students that have a range of communication difficulties, such as Autism, Down Syndrome, developmental delay, specific learning disability, traumatic brain injury, cleft palate, speech sound disorders, stuttering, etc. SLPs have specialized knowledge of the foundational speech and language skills needed for students to successfully participate in reading development, written expression, social interaction, and general academic readiness.

Across the state in the DOE, there is a critical shortage of SLPs that range from 12% to 63% in the various districts to fulfill the Federal- and State-mandated special education communication services as stated on a student's Individualized Education Program. Of the total positions allocated statewide, that amounts to an average vacancy rate of 24%. To address this shortage the DOE must rely on costly contract workers with a high turnover rate, thus reducing the continuity of quality, evidence-based services for students. Often times, SLPs support a student over the course of many years, as the student advances in grade. The SLPs becomes the constant for the student, providing the connection between the teachers for each grade level.

To be awarded national certification, called the Certificate of Clinical Competence (CCC), SLPs have to obtain a Master's Degree or higher, pass a national certification exam, and complete a Clinical Fellowship under the supervision of a certified Speech-Language Pathologist. To maintain the CCCs, they are required to complete 30 hours of qualified continuing education units every three years and maintain good standing with the American Speech-Language-Hearing Association, the national professional, scientific, and credentialing organization.

Passing HB 2243 will have a positive effect on the recruitment and retention of highly-qualified Speech-Language Pathologists. It will allow the DOE to seek reimbursement for qualified Medicaid services to assist with the funding requirements of the Individuals with Disabilities Education Act (IDEA). Most importantly, it will positively affect students' educational success by providing a continuity of high-quality speech and language services.

HB-2243

Submitted on: 2/1/2020 9:11:29 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jesscia Tindall	Individual	Support	No

Comments:

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HB-2243

Submitted on: 2/1/2020 10:27:42 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Anne Johnson	Individual	Support	No

Comments:

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I am a speech pathologist working in the DOE for the past 22 years. I know the retention issues that we have faced since I started working for the DOE in 1998. . Please support this bill. Please understand that we play an important role in the education of special needs students in Hawaii public schools and service those most in need. The passage of this bill will show our value and our worth and help in the retention qualified SLPs here in Hawaii.

Anne Johnson, CCC-SLP

Speech Language Pathologist

HB-2243

Submitted on: 2/1/2020 10:45:45 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Karen A Kama	Individual	Support	No

Comments:

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HB-2243

Submitted on: 2/1/2020 1:31:10 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Alan Urasaki	Individual	Support	No

Comments:

HB-2243

Submitted on: 2/1/2020 3:09:30 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Summer Fajota	Individual	Support	No

Comments:

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HB-2243

Submitted on: 2/1/2020 5:36:36 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
kimberly monden	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

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HB-2243

Submitted on: 2/1/2020 6:05:12 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Margarita Bradford	Individual	Support	No

Comments:

Aloha Chairmen and House Representatives,

Although most residents in the State of Hawaii are cognizant of the shortage of teachers in the public schools, outside of the realm of the Department of Education (DOE), it may not be known that there is also a critical shortage of Speech-Language Pathologists (SLPs). Communication delays and disabilities in our students are the most common learning disability in the DOE, and SLPs support these students' communication needs from preschool until high school graduation. Speech, language, and communication deficits impact all curricular content: reading, writing, math problem solving, and includes daily living skills, social interaction, and general learner outcomes, in which all students are graded.

Currently salaries in the DOE are not competitive enough to attract and retain SLPs. As of January 2019, 99 school districts across the country are providing salary supplements or separate salary schedules for highly-qualified SLPs who hold Certificates of Clinical Competence (CCC) in order to retain and attract SLPs.

HB2243 expands the certification incentive program to include SLPs. This measure would provide a \$5000 per year salary supplement to assist in the recruitment and retention of SLPs in the DOE. The salary supplement will be for Nationally Certified SLPs who hold a Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association. In order to maintain this certification, SLPs are required to complete continuing education units and follow a code of ethics.

HB2243 ensures that all of the students in Hawaii that require speech and language services are able to have access to a highly qualified SLP. It allows the State of Hawaii DOE to recruit and retain certified and licensed SLPs knowledgeable in current evidence-based practices. In turn, DOE stays in compliance with federal regulations to implement the Individuals with Disabilities Education Act (IDEA) and ensure that all students have access to a free and appropriate public education, including speech and language services. HB2243 would help to address the high percentage of SLP vacancies statewide. It would reduce the reliance on SLPs contracted through expensive private agencies and eliminate the frequent turnover of contract SLPs, consequently facilitating continuity for our students. In addition, the DOE

can bill for some Medicaid qualified services rendered by SLPs, which assists with the funding requirements of IDEA.

Mahalo for your support for HB2243.

Sincerely, Margarita Timoteo Bradford, M.A. CCC-SLP

HB-2243

Submitted on: 2/1/2020 6:20:08 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Matthew Muranaka	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

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HB-2243

Submitted on: 2/1/2020 9:06:13 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Linda	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

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HB-2243

Submitted on: 2/2/2020 2:06:29 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Janeen Kuhn	Individual	Support	No

Comments:

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Janeen Kuhn

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HB-2243

Submitted on: 2/2/2020 7:30:00 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Tanya Sasaoka	Individual	Support	No

Comments:

Testimony in SUPPORT of HB 2243 Relating to
Education Committee on Lower and Higher Education

Dear Chair Representative Justin H. Woodson, and Vice Chairs Representative Mark J. Hashem and Representative Sean Quinlan,

Thank you for the opportunity to provide testimony. My name is Tanya Sasaoka and I am a speech-language pathologist in the Department of Education.

I STRONGLY SUPPORT the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists. This bill will aim to support student outcomes and ensure the continuity of services for students, who need necessary speech and language services in the Department of Education. This bill will encourage these outcomes by ensuring that highly qualified Speech-Language Pathologists (SLPs) are accessible to the students of Hawaii.

In order to be a highly qualified SLP an individual is required to obtain a master's degree from a certified master's program, pass a Praxis exam, and complete a clinical fellowship year under the supervision of a licensed SLP. This process may take 3 or more years in addition to a bachelor's degree. In order to upkeep one's license (Certificate of Clinical Competence-CCC) a minimum of 30 hours of continuing education units need to be completed within a three-year cycle. These continuing education units also need to be recognized and approved by the national licensing organization, American Speech-Language and Hearing Association (ASHA).

As a Nationally licensed SLP I see the need for many more highly qualified SLPs. There is a critical shortage of SLPs in our state and all of our students deserve access to quality services. This bill will aid in the retention and recruitment of other highly qualified SLPs. Currently our state has a high dependence on contracting agencies who bring SLPs from other states to Hawaii. Not only does this incur a high cost, I also have witnessed first-hand the turnover rates of contracted SLPs. They typically stay 1-2 years and others have lasted only a few months or even weeks. This puts a burden on our students and schools who are needing to frequently transition between SLPs

The services we provide first and foremost are to increase student outcomes in all academic areas, as successful skills in the areas of communication, language, speaking, and understanding are necessary for all school subjects. Having consistent SLPs will ensure that quality services are provided and strengthen the collaborative relationships between teachers, staff, and parents to provide the best for our students.

Passing HB 2243 will have a positive effect on the recruitment and retention of highly-qualified Speech-Language Pathologists. It will allow the DOE to seek reimbursement for qualified Medicaid services to assist with the funding requirements of the Individuals with Disabilities Education Act (IDEA). Most importantly, it will positively affect students' educational success by providing a continuity of high-quality speech and language services.

Committee on Lower and Higher Education, Thank you for allowing me to provide testimony and having a hearing for this bill.

Aloha,

Tanya Sasaoka

CCC-SLP

HB-2243

Submitted on: 2/2/2020 8:10:07 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Sharon Nichols	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

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In the Department of Education (DOE), Speech-Language Pathologists (SLPs) are a vital member of a school's comprehensive student support team. SLPs provide necessary direct and consultative special education speech and language services, collaborate with teachers regarding recommendations for accommodations and interventions, and offer services for non-eligible students under a multi-tiered system of support. They are trained to work with a variety of students that have a range of communication difficulties, such as Autism, Down Syndrome, developmental delay, specific learning disability, traumatic brain injury, cleft palate, speech sound disorders, stuttering, etc. SLPs have specialized knowledge of the foundational speech and language skills needed for students to successfully participate in reading development, written expression, social interaction, and general academic readiness.

Across the state in the DOE, there is a critical shortage of SLPs that range from 12% to 63% in the various districts to fulfill the Federal- and State-mandated special education communication services as stated on a student's Individualized Education Program. Of the total positions allocated statewide, that amounts to an average vacancy rate of 24%. To address this shortage the DOE must rely on costly contract workers with a high turnover rate, thus reducing the continuity of quality, evidence-based services for students. Often times, SLPs support a student over the course of many years, as the student advances in grade. The SLPs becomes the constant for the student, providing the connection between the teachers for each grade level.

To be awarded national certification, called the Certificate of Clinical Competence (CCC), SLPs have to obtain a Master's Degree or higher, pass a national certification exam, and complete a Clinical Fellowship under the supervision of a certified Speech-Language Pathologist. To maintain the CCCs, they are required to complete 30 hours of qualified continuing education units every three years and maintain good standing with the American Speech-Language-Hearing Association, the national professional, scientific, and credentialing organization.

Passing HB 2243 will have a positive effect on the recruitment and retention of highly-qualified Speech-Language Pathologists. It will allow the DOE to seek reimbursement for qualified Medicaid services to assist with the funding requirements of the Individuals with Disabilities Education Act (IDEA). Most importantly, it will positively affect students' educational success by providing a continuity of high-quality speech and language services.

Please support our keiki by supporting this this very important bill!

Sharon Nichols

HB-2243

Submitted on: 2/2/2020 8:13:14 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kristina Fuentes	Hawaii Speech-Language-Hearing Association	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

On behalf of the Hawaii Speech-Language-Hearing Association, we **STRONGLY SUPPORT** the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists.

In the Department of Education (DOE), Speech-Language Pathologists (SLPs) are a vital member of a school's comprehensive student support team. SLPs provide necessary direct and consultative special education speech and language services, collaborate with teachers regarding recommendations for accommodations and interventions, and offer services for non-eligible students under a multi-tiered system of support. They are trained to work with a variety of students that have a range of communication difficulties, such as Autism, Down Syndrome, developmental delay, specific learning disability, traumatic brain injury, cleft palate, speech sound disorders, stuttering, etc. SLPs have specialized knowledge of the foundational speech and language skills needed for students to successfully participate in reading development, written expression, social interaction, and general academic readiness.

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the American Speech-Language- Hearing Association, the national professional, scientific, and credentialing organization.

Passing HB 2243 will have a positive effect on the recruitment and retention of highly-qualified Speech-Language Pathologists. It will allow the DOE to seek reimbursement for qualified Medicaid services to assist with the funding requirements of the Individuals with Disabilities Education Act (IDEA). Most importantly, it will positively affect students' educational success by providing a continuity of high-quality speech and language services.

HB-2243

Submitted on: 2/2/2020 8:57:01 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Winona Lam	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

I STRONGLY SUPPORT the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists.

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HB-2243

Submitted on: 2/2/2020 9:09:16 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Sandra Robers	Individual	Support	No

Comments:

I STRONGLY SUPPORT the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists.

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HB-2243

Submitted on: 2/3/2020 12:38:40 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kasey	Individual	Support	No

Comments:

February 3, 2020

Re: Testimony in SUPPORT of HB 2243 Relating to Education

As a Speech-Language Pathologist (SLP) who is currently employed by the Department of Education (DOE), I **STRONGLY SUPPORT** the passing of HB 2243 relating to education.

Speech-Language Pathologists (SLPs) are an important member of a school's student support team. SLPs provide an array of services that include but are not limited to: direct speech-language therapy for students who qualify for special education, consultation services, collaboration with teachers about interventions and accommodations. SLPs also have an understanding of the speech and language skills that students need to participate successfully during reading, writing, and social interaction activities in the classroom.

In the DOE, there is a significant shortage of Speech-Language Pathologists (SLPs) across our state. Currently, salaries are not competitive enough to attract and keep SLPs in the DOE. I believe that passing HB 2243 will help with the recruitment and retention of highly qualified Speech-Language Pathologists. Certified and licensed SLPs with knowledge of evidence-based practices would want to remain employed with the DOE, which would positively affect our students by providing them with high-quality services and continuity.

I urge you to please support HB2243. Thank you!

Sincerely,

Kasey Sato,

Speech-Language Pathologist, M.S. CCC-SLP

HB-2243

Submitted on: 2/3/2020 4:07:19 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jennifer Azuma Chrupalyk	Individual	Support	No

Comments:

HB-2243

Submitted on: 2/3/2020 7:19:38 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Daniel Suzuki	Individual	Support	Yes

Comments:

I STRONGLY SUPPORT the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists. In the Department of Education (DOE), Speech-Language Pathologists (SLPs) are a vital member of a school's comprehensive student support team. SLPs provide necessary direct and consultative special education speech and language services, collaborate with teachers regarding recommendations for accommodations and interventions, and offer services for non-eligible students under a multi-tiered system of support. They are trained to work with a variety of students that have a range of communication difficulties, such as Autism, Down Syndrome, developmental delay, specific learning disability, traumatic brain injury, cleft palate, speech sound disorders, stuttering, etc. SLPs have specialized knowledge of the foundational speech and language skills needed for students to successfully participate in reading development, written expression, social interaction, and general academic readiness. Across the state in the DOE, there is a critical shortage of SLPs that range from 12% to 63% in the various districts to fulfill the Federal- and State-mandated special education communication services as stated on a student's Individualized Education Program. Of the total positions allocated statewide, that amounts to an average vacancy rate of 24%. To address this shortage the DOE must rely on costly contract workers with a high turnover rate, thus reducing the continuity of quality, evidence-based services for students. Often times, SLPs support a student over the course of many years, as the student advances in grade. The SLPs becomes the

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units every three years and maintain good standing with the American Speech-Language-Hearing Association, the national professional, scientific, and credentialing organization.

Passing HB 2243 will have a positive effect on the recruitment and retention of highly-qualified Speech-Language Pathologists. It will allow the DOE to seek reimbursement for qualified Medicaid services to assist with the funding requirements of the Individuals with Disabilities Education Act (IDEA). Most importantly, it will positively affect students' educational success by providing a continuity of high-quality speech and language services.

HB-2243

Submitted on: 2/3/2020 7:20:06 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Christie Salvador	Individual	Support	No

Comments:

I STRONGLY SUPPORT the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists.

In the Department of Education (DOE), Speech-Language Pathologists (SLPs) are a vital member of a school’s comprehensive student support team. SLPs provide necessary direct and consultative special education speech and language services, collaborate with teachers regarding recommendations for accommodations and interventions, and offer services for non-eligible students under a multi-tiered system of support. They are trained to work with a variety of students that have a range of communication difficulties, such as Autism, Down Syndrome, developmental delay, specific learning disability, traumatic brain injury, cleft palate, speech sound disorders, stuttering, etc. SLPs have specialized knowledge of the foundational speech and language skills needed for students to successfully participate in reading development, written expression, social interaction, and general academic readiness.

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Passing HB 2243 will have a positive effect on the recruitment and retention of highly-qualified Speech-Language Pathologists. It will allow the DOE to seek reimbursement for qualified Medicaid services to assist with the funding requirements of the Individuals with Disabilities Education Act (IDEA). Most importantly, it will positively affect students' educational success by providing a continuity of high-quality speech and language services.

HB-2243

Submitted on: 2/3/2020 7:49:44 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Maria Cappello	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

I STRONGLY SUPPORT the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists.

In the Department of Education (DOE), Speech-Language Pathologists (SLPs) are a vital member of a school’s comprehensive student support team. SLPs provide necessary direct and consultative special education speech and language services, collaborate with teachers regarding recommendations for accommodations and interventions, and offer services for non-eligible students under a multi-tiered system of support. They are trained to work with a variety of students that have a range of communication difficulties, such as Autism, Down Syndrome, developmental delay, specific learning disability, traumatic brain injury, cleft palate, speech sound disorders, stuttering, etc. SLPs have specialized knowledge of the foundational speech and language skills needed for students to successfully participate in reading development, written expression, social interaction, and general academic readiness.

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Mahalo for considering this measure.

**Maria Cappello, MS/CCC-SLP
Kauai District**

HB-2243

Submitted on: 2/3/2020 8:02:05 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Rowena Estores	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

I STRONGLY SUPPORT the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists.

In the Department of Education (DOE), Speech-Language Pathologists (SLPs) are a vital member of a school’s comprehensive student support team. SLPs provide necessary direct and consultative special education speech and language services, collaborate with teachers regarding recommendations for accommodations and interventions, and offer services for non-eligible students under a multi-tiered system of support. They are trained to work with a variety of students that have a range of communication difficulties, such as Autism, Down Syndrome, developmental delay, specific learning disability, traumatic brain injury, cleft palate, speech sound disorders, stuttering, etc. SLPs have specialized knowledge of the foundational speech and language skills needed for students to successfully participate in reading development, written expression, social interaction, and general academic readiness.

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Mahalo,

Rowena Estores, M.S., CCC-SLP

HB-2243

Submitted on: 2/3/2020 8:32:53 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
William Bradford	Individual	Support	No

Comments:

Please support this bill. Education Assistants, Speech Therapists need the support this bill could provide. My daughter in law is a Speech Therapist supporting TWO elementary schools, and has a large case load. A lot of her time is taken up with 'admin issues' not related to directly supporting the kids who need specialized assistance.

HB-2243

Submitted on: 2/3/2020 8:39:19 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Andrea Lapham	Individual	Support	No

Comments:

I **STRONGLY SUPPORT** the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists. I have been a Speech Language Pathologist for 18 years. I have worked in 6 states (South Carolina, North Carolina, Hawaii, Illinois, California, Louisiana) and 2 countries (United States and Okinawa, Japan). Each position has had varying pay scales, it has been hardest in Hawaii to work with the current pay scale in regards to Hawaii's cost of living expenses. It is my hope that the state will take into consideration our profession's importance and consider the certification incentive program to include speech pathologists. This would help tremendously in the ability to gain and keep qualified staff for our many open speech pathology positions.

In the Department of Education (DOE), Speech-Language Pathologists (SLPs) are a vital member of a school's comprehensive student support team. SLPs provide necessary direct and consultative special education speech and language services, collaborate with teachers regarding recommendations for accommodations and interventions, and offer services for non-eligible students under a multi-tiered system of support. They are trained to work with a variety of students that have a range of communication difficulties, such as Autism, Down Syndrome, developmental delay, specific learning disability, traumatic brain injury, cleft palate, speech sound disorders, stuttering, etc. SLPs have specialized knowledge of the foundational speech and language skills needed for students to successfully participate in reading development, written expression, social interaction, and general academic readiness.

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Passing HB 2243 will have a positive effect on the recruitment and retention of highly-qualified Speech-Language Pathologists. It will allow the DOE to seek reimbursement for qualified Medicaid services to assist with the funding requirements of the Individuals with Disabilities Education Act (IDEA). Most importantly, it will positively affect students' educational success by providing a continuity of high-quality speech and language services.

HB-2243

Submitted on: 2/3/2020 9:05:29 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Dayna Oshiro	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

I STRONGLY SUPPORT the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists.

In the Department of Education (DOE), Speech-Language Pathologists (SLPs) are a vital

member of a school's comprehensive student support team. SLPs provide necessary direct and

consultative special education speech and language services, collaborate with teachers regarding

recommendations for accommodations and interventions, and offer services for non-eligible

students under a multi-tiered system of support. They are trained to work with a variety of

students that have a range of communication difficulties, such as Autism, Down Syndrome,

developmental delay, specific learning disability, traumatic brain injury, cleft palate, speech

sound disorders, stuttering, etc. SLPs have specialized knowledge of the foundational speech and

language skills needed for students to successfully participate all academic areas, including reading development, written expression, and social interaction.

Across the state in the DOE, there is a critical shortage of SLPs that range from 12% to 63% in

the various districts to fulfill the Federal- and State-mandated special education communication

services as stated on a student's Individualized Education Program. Of the total positions

allocated statewide, that amounts to an average vacancy rate of 24%. Although

recruitment is an important issue, retention of current DOE SLPs is an issue that is

important also and should be addressed. To address this shortage the DOE must rely

on costly contract workers with a high turnover rate, thus reducing the continuity of

quality, evidence-based services for students. Hiring of contract SLPs do not address

the retention of DOE SLPs. Often times, DOE SLPs support a student over the course

of many years, as the student advances in grade. The DOE SLPs becomes the

constant for the student, providing the connection between the teachers for each grade level.

To be awarded national certification, called the Certificate of Clinical Competence (CCC), SLPs have to obtain a Master's Degree or higher, pass a national certification exam, and complete a Clinical Fellowship under the supervision of a certified Speech-Language Pathologist. To maintain the CCCs, they are required to complete 30 hours of qualified continuing education units every three years and maintain good standing with the American Speech-Language-Hearing Association, the national professional, scientific, and credentialing organization. Passing HB 2243 will have a positive effect on the recruitment and retention of highly-qualified Speech-Language Pathologists. It will allow the DOE to seek reimbursement for qualified Medicaid services to assist with the funding requirements of the Individuals with Disabilities Education Act (IDEA). Most importantly, it will positively affect students' educational success by providing a continuity of high-quality speech and language services.

Thank you for your support.

HB-2243

Submitted on: 2/3/2020 9:22:11 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Sompet Bradford	Individual	Support	No

Comments:

I support this bill. As a former EA at PH Kai elementary, I saw how hard our Speech Therapists worked. At present my daughter in law is a Speech pathologist supporting two elementary schools and has a very heavy caseload. Clearly more Speech Pathologists are needed!

Re: Testimony in SUPPORT of HB 2243 Relating to Education

I **STRONGLY SUPPORT** the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists.

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Sincerely,

Jayla Martinez

HB-2243

Submitted on: 2/3/2020 12:07:49 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jodi Lui	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

As a school based speech-language pathologist with the Hawai'i Department of Education for the past 17 years, I **STRONGLY SUPPORT** the passage of HB 2243, relating to education, which seeks to expand the certification incentive program to include speech pathologists.

In the Department of Education (DOE), Speech-Language Pathologists (SLPs) are a vital member of a school's comprehensive student support team. SLPs provide necessary direct and consultative special education speech and language services, collaborate with teachers regarding recommendations for accommodations and interventions, and offer services for non-eligible students under a multi-tiered system of support. We are trained to work with a variety of students that have a range of communication difficulties, such as Autism, Down Syndrome, developmental delay, specific learning disability, traumatic brain injury, cleft palate, speech sound disorders, stuttering, etc. SLPs have specialized knowledge of the foundational speech and language skills needed for students to successfully participate in reading development, written expression, social interaction, and general academic readiness.

Across the state in the DOE, there is a critical shortage of SLPs that range from 12% to 63% in the various districts to fulfill the Federal- and State-mandated special education communication services as stated on a student's Individualized Education Program. Of the total positions allocated statewide, that amounts to an average vacancy rate of 24%. To address this shortage the DOE must rely on costly contract workers with a high turnover rate, thus reducing the continuity of quality, evidence-based services for students. Often times, SLPs support a student over the course of many years, as the student advances in grade. The SLPs becomes the constant for the student, providing the connection between the teachers for each grade level.

To be awarded national certification, called the Certificate of Clinical Competence (CCC), SLPs have to obtain a Master's Degree or higher, pass a national certification exam, and complete a Clinical Fellowship under the supervision of a certified Speech-Language Pathologist. To maintain the CCCs, they are required to complete 30 hours of qualified continuing education units every three years and maintain good standing with the American Speech-Language-Hearing Association, the national professional, scientific, and credentialing organization.

Passing HB 2243 will have a positive effect on the recruitment and retention of highly-qualified Speech-Language Pathologists. It will allow the DOE to seek reimbursement for qualified Medicaid services to assist with the funding requirements of the Individuals with Disabilities Education Act (IDEA). Most importantly, it will positively affect students' educational success by providing a continuity of high-quality speech and language services.

Mahalo for the opportunity to provide testimony on this matter.

Jodi Lui , Speech-Language Pathologist, M.S., CCC-SLP, lic.

HB-2243

Submitted on: 2/3/2020 12:28:52 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
leinell newman	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

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HB-2243

Submitted on: 2/3/2020 12:32:28 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Trisha Higashi	Individual	Support	No

Comments:

Representative Troy Hashimoto

Individual Speech Pathologist, Department of Education

Tuesday, February 4, 2020 at 2:30PM

Support for HB2243, Relating to Education

This letter of support is in regard to inclusion of Speech Pathologist in the bonus and appropriation of funds to retain high qualified employees who serve the children of Hawaii. This bill expands the certification incentive program to include speech pathologists.

Speech pathologists are necessary and highly needed in the school system. Over 50% of the children who qualify for special education in the State of Hawaii receive speech and language therapy from a speech pathologist. These services are currently being reimbursed by Medicaid so the state receives funds for these services. It only makes sense to recruit more speech pathologists to provide these services so the state can access more funding. A critical shortage remains for over a decade in providing these speech and language services. Largely due to the low pay/ salary it is extremely difficult to recruit and retain these highly qualified professionals in Hawaii, especially where the cost of living is high.

Speech pathologists minimal educational requirements include a Masters Degree and Clinical Certification Year (supervised part time by a certified speech pathologist). In addition, a speech pathologist needs to pass the rigorous national exam put forth by the American Speech Language Hearing Association.

Communication and having a voice is a basic human right. Speech pathologists are the professionals who support and build this in all areas of the education environment. This includes: direct services to students, assessing students in their areas of need, writing treatment plans, collection of data and adjusting programs, consultation with teachers, supervision of paraprofessionals and aides, and consultation with parents and staff.

I urge you to pass HB 2243 and include speech pathologists. Thank you for this opportunity to testify.

HB-2243

Submitted on: 2/3/2020 12:37:02 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Darla Yassa	Individual	Support	No

Comments:

We as Speech Pathologists in the state of Hawaii are chronically short staffed as recruitment and retention are difficult with the cost of living here being so high. Furthermore, we end up working harder to cover the shortage of SLPs without being compensated for it, as we are salaried. We are in dire need of a pay raise.

It is for the above reasons that I strongly support bill HB2243

HB-2243

Submitted on: 2/3/2020 1:00:43 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Renee Yorita	Individual	Support	No

Comments:

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educational success by providing a continuity of high-quality speech and language services.

HB-2243

Submitted on: 2/3/2020 1:06:56 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Anne Horner	Individual	Support	No

Comments:

HB-2243

Submitted on: 2/3/2020 2:00:08 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Stacey Snyder	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

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educational success by providing a continuity of high-quality speech and language services.

Stacey Snyder, Speech-Language Pathologist

HB-2243

Submitted on: 2/3/2020 2:27:21 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Samart Bradford	Individual	Support	No

Comments:

Aloha!

I believe the most important tool an individual has is communication. The DOE Speech Language Pathologists are essential professionals that assist young learners in our education system to develop, enhance, and rehabilitate their speech capabilities, ultimately become productive members of our society.

I fully stand behind this incentive program for our state's DOE SLPs.

Very Respectfully,

Samart J. Bradford

(808) 253-9770



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

LATE

Date: 02/04/2020

Time: 02:30 PM

Location: 309

Committee: House Lower & Higher
Education

Department: Education

Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education

Title of Bill: HB 2243 RELATING TO EDUCATION.

Purpose of Bill: Expands the certification incentive program to include speech pathologists. Clarifies school eligibility requirements. Adds an additional temporary bonus for teachers and speech pathologists who continue to be employed at a school that has transitioned out of the incentive program's eligibility criteria. Appropriates funds.

Department's Position:

The Department of Education (Department) offers the following comments on HB 2243 and an amendment.

The Department acknowledges that those Speech-Language Pathologists who have attained a Certificate of Clinical Competence from the American Speech-Language-Hearing Association have achieved a professional credential that represents a level of excellence in the field of speech-language pathology, which is why this standard is a minimum qualification requirement for our Speech-Language Pathologists at Levels III, IV, and V.

With regard to clarifying school eligibility requirements, HB 2243 accurately reflects the Department's current comprehensive support and improvement (CSI) designation. However, to maintain program flexibility, **we strongly recommend that reference to targeted support and improvement be stricken and additional language be added so Section 1(4)(A) is amended as follows:** "A school that has been identified for comprehensive ~~or targeted~~ support and improvement, or other similar designation, as determined by the department."

The Department appreciates the proposed general fund appropriation and if HB 2243 is enacted, or any expansion of eligibility for the National Board Certification Incentive Program is to occur, the Department would welcome the opportunity to have further discussions to determine the appropriate funding amount needed.

Thank you for the opportunity to submit testimony on HB 2243.

The Hawai'i State Department of Education is committed to delivering on our promises to students, providing an equitable, excellent, and innovative learning environment in every school to engage and elevate our communities. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.



HAWAII GOVERNMENT EMPLOYEES ASSOCIATION
AFSCME Local 152, AFL-CIO

RANDY PERREIRA, Executive Director • Tel: 808.543.0011 • Fax: 808.528.0922

The Thirtieth Legislature, State of Hawaii
The House of Representatives
Committee on Lower and Higher Education

LATE

Testimony by
Hawaii Government Employees Association

February 3, 2020

H.B. 2243 — Relating to Education

The Hawaii Government Employees Association, AFSCME Local 152, AFL-CIO supports the intent of H.B. 2243, which expands the certification incentive program to include speech pathologists.

Our organization represents roughly 200 speech pathologists employed with the Department of Education. As part of their minimum requirement for employment, they must be nationally certified under the certification program of the American Speech-Language-Hearing Association.

The incentive program helps to recognize and support both public school teachers and the school speech pathologists by providing them with monetary incentives and reimbursement for certification application fees. This program will aid in the recruitment and retention of these hard-to-fill, specialized positions.

Thank you for the opportunity to testify in support of H.B. 2243.

Respectfully submitted,

Randy Perreira
Executive Director

HB-2243

Submitted on: 2/3/2020 3:04:36 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

LATE

Submitted By	Organization	Testifier Position	Present at Hearing
Samak Bradford	Individual	Support	No

Comments:

EAs and speech pathologists are stretched thin.

LATE

HB-2243

Submitted on: 2/3/2020 5:06:35 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Titiimaea Ta'ase	Individual	Support	No

Comments:

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LATE

HB-2243

Submitted on: 2/3/2020 5:05:41 PM
Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Judith Nomura	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

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LATE

HB-2243

Submitted on: 2/3/2020 8:16:32 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Dana Ventura	Individual	Support	No

Comments:

Re: Testimony in SUPPORT of HB 2243 Relating to Education

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LATE

HB-2243

Submitted on: 2/3/2020 11:14:52 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Michael Jose	Individual	Support	No

Comments:

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Aiea, Moanalua, and Radford (AMR) Complex Area SLP's consistently go above and beyond in supporting our students with disabilities (SWDs). I have worked closely with them to ensure all our SWD's language and communication needs are met and as hard as we try to ensure appropriate and timely services, barriers still present. Barriers such as a high work load and losing them to the private sector because our department cannot compete with private sector wages are challenges we navigate on a consistent basis. With the passing of this bill, we not only strive to compete with the private sector for the most competent and effective SLP's who will serve our students, but will ensure we provide them with a higher level of job security amidst the growing cost of living here in our state.

Thus, passing HB 2243 will have a positive effect on the recruitment and retention of highly-qualified Speech-Language Pathologists. In addition, in alignment to current pressures this legislature is already applying to the DOE in regards to it's medicaid reimbursement efforts, it will allow the DOE to seek reimbursement for qualified Medicaid services to assist with the funding requirements of the Individuals with Disabilities Education Act (IDEA). And finally and most importantly, this will contribute to the individual success and academic achievement for our students with disabilities as they go through, complete, move on from our public schools and into our society.

