



Testimony BOE <testimony.boe@boe.hawaii.gov>

Testimony for BOE special meeting item II.a Presentation on the DOE's plan to enhance learning to address COVID-19 related learning loss

1 message

Warren Hyde <whyde808@yahoo.com>

Mon, Apr 12, 2021 at 8:50 AM

To: "testimony.boe@boe.hawaii.gov" <testimony.boe@boe.hawaii.gov>

Testimony in opposition of [the DOE's plan to enhance learning to address COVID-19 related learning loss](#)

Dear Chairperson Payne, Vice Chair Uemura, and members of the Board of Education,

The DOE has the luxury of two offices, Office of Curriculum Design and the office of Strategy, Innovation and Performance and it is disappointing to witness the lack of care and urgency that is at the root of the DOE culture of status quo.

With only 17 summer schools available statewide, how is this equitable? How is the DOE addressing the learning loss issue?

Learning labs (212 of them planned), much of which run like a study hall, are unstructured with little to no data collection and accountability for schools. There is a class action HGEA grievance against the DOE stemming from Educational Assistants having to man the learning labs without teachers this school year.

Let's remember that pre-COVID, Hawaii has a very low achievement rate in all subjects. Students are already performing low, then COVID hit, and already low performance decreased. The BOE adopted standards. In a normal school year, the DOE is not held to the standards of achievement the BOE adopted. Now in COVID, all children has experienced learning loss and this plan exacerbates the intentional inequities of the DOE by design.

In slide 4, using the lowest grade mark to identify students in need of remediation services is misleading. Students that are well below as well as in the "approaching" range are at risk for failing, especially without current data reporting (Q2?). Not addressing this remediation only creates a harder problem as students move up in grade level leaving teachers overwhelmed with the amount of remediation that it goes unaddressed because teachers do not know where to begin or how to mitigate intensive mitigation. I implore you to change this culture in the DOE.

In slide 10, official summer school provides the largest return on investment, yet you have 17 available with an abundance of dollars. The DOE prioritizes "students who are academically behind" which would be 75-80% of the population according to your screener data published earlier this year. There is no replacement for human to human learning and teachers were prioritized for vaccines. Where is the care and concern for results? Why isn't every school in the state providing summer school? It appears there is little effort and care.

Slide 10 Specialized Student Support: Let's remember extended school year (ESY) for students with disabilities and extended learning opportunities for English learners are normal school operations that occurs annually. Contrary to what board member Cox stated last year about ESY being summer school for students with disabilities, ESY has an eligibility criteria which all students with disabilities do not qualify for. This does not qualify as a mitigation strategy and is being misrepresented as efforts of the DOE.

Slide 10, School Learning Hub: How does this differ from the learning hubs created earlier that were study halls? What development criteria will be used and how will the CAS monitor and collect data? This again is inequity by design.

Slide 10 Accelerated learning and College Career and Community learning: What are the specific plans for this and how will all students be assessed to make this determination?

In slide 12, as Hawaii is the only one-district in the nation with one SEA/LEA, what are the SEA allocations covering? What are the LEA allocation covering? Are complex areas now LEAs? The DOE leadership at all levels have been asking for a replacement for Acellus, it is unnecessary to find an online curriculum. You have highly qualified teachers (HQT) meeting the federal standard, they should be empowered to design standards-based curriculum and deliver it, it is their profession. Online curriculum can never replace human to human instruction and care.

One has to wonder about the qualifications of the personnel in your curriculum office, innovation and strategy office and those that are approving this plan. As experts in curriculum and instruction, this plan lacks foundation and innovation (isn't innovation Kishimoto's strategy?).

Let's expect more from your subject matter experts for they are responsible for providing adequate supports to the schools. This plan is less than status quo with millions of more dollars.

Is this the best we can do with \$412 million? A more robust plan is in need, for the sake of Hawaii's future. I appreciate and value the opportunity to testify and thank you for advocating for children.

Sincerely,
W. Hyde
Grandparent, community member, tax payer



April 15, 2021
Special Meeting

Dear Chair Payne and Members of the Committee:

On behalf of the Harold K.L. Castle Foundation, I would like to comment on item II.A Presentation of the Department of Education's plan to enhance learning to address COVID-19 related learning loss. These comments are relevant for Item IIIA as well.

The Harold K.L. Castle Foundation is a private foundation that seeks to eliminate the achievement gap and increase college opportunity so that young people are free to fulfill their most ambitious dreams. Each year we work closely with instructional leaders in the Department of Education and the University of Hawaii to provide \$3-4 million to support public education in Hawaii; a full description of all recent grants can be found on our website at: <http://castlefoundation.org/investments/education/grants/>.

This calendar year, we have made several grants to community nonprofits like the YMCA, Adult Friends for Youth, and Boys & Girls Club to run learning hubs during the spring or summer that help prepare struggling students for success next year. We recently provided additional grants to Hawaii Literacy, University of Hawaii, Manoa's College of Engineering and Honolulu Community College that pay community volunteers and college students to provide intensive tutoring at schools like Farrington and Castle High School.

These efforts are important, but they are small in comparison to the once-in-a-generation federal resources our state now has available. ***It is critical that we make the most of these one-time funds.*** These federal funds should be spent in such a way that they build long-term capacity within the Department to help students who have fallen behind, because it will take multiple years of targeted support for students to get back to the learning trajectory that will lead them to post-high school success.

The Department offers a useful framework, though the lack of detail leaves me unsure whether we are likely to succeed. I would offer three comments for your consideration:

- 1) The Department does not have to deliver all services itself; a wealth of community nonprofits, 'aina sites, community colleges and other organizations are eager to partner with the DOE on behalf of student success. But there is currently no simple mechanism that allows critical community organizations to formally partner with a school, complex area or state around shared learning goals and funding. Nor is there a structured planning conversation with any of these entities. This limits us to only services provided in schools, by schools (at a moment when

teachers and administrators are exhausted and often hoping to take a well-deserved break from work over the summer).

- 2) Following recent testimony that created a false dichotomy between public teachers and private tutors there no longer seems to be an appetite to support strategic tutoring. There is a wealth of evidence that shows tutoring is one of the very best interventions at catching up struggling students. Tutoring can be provided by off-duty teachers, educational assistants, community volunteers and college students – as our various grant projects show. I would urge the Department to refocus on tutoring as a critical catch-up strategy. Tutoring is not an anti-teacher activity.
- 3) The Department's embrace of a decentralized approach must also come with a clear goal and target if learning-loss recovery is to happen effectively and at a scale pertinent to the huge need for support by struggling students. How many students do we seek to serve this summer? What percentage of these should come from our target population? How will we know if any of these various school-level efforts succeed at catching up students?

I appreciate the chance to offer this testimony and look forward to further partnership with the Board of Education and Department of Education.



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hawaiikidscan.org

David Miyashiro
Executive Director

April 15, 2021

Hawaii State Board of Education
Special Meeting
Catherine Payne, Chairperson
Kenneth Uemura, Vice Chairperson

Aloha Chair Payne, Vice Chair Uemura, and Members of the Board,

HawaiiKidsCAN would like to offer **comments** regarding **Discussion Item A)** Presentation on the Department's plan to enhance learning to address COVID-19 related learning loss; and **Action Item A)** Board Action on the Department's plan for use of federal funds in the COVID-19 relief package and annual federal spending bill: 2021 summer learning plan and funding, 2022 summer learning plan and funding, and devices for 2021 summer and 2021-2022 and 2022-2023 School Years.

Founded in 2017, HawaiiKidsCAN is a local nonprofit organization committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. We strongly believe that all students should have access to excellent educational opportunities, regardless of family income levels and circumstances.

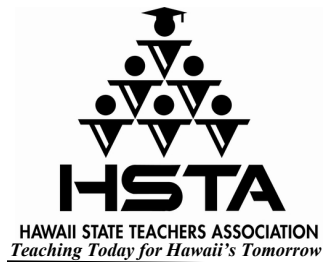
Given the challenges facing families this past year, our students deserve nothing short of an extraordinary response. That is why we have been disappointed by decisions this year, including not utilizing days during fall, winter, spring, or summer breaks, and institute days, to make up for lost instructional days; as well as the slow deployment of funds via the Governor's Emergency Education Relief (GEER) Fund. At the same time, we applaud the tremendous commitment and professionalism of educators, school leaders, and staff across our education system throughout this crisis.

Federal relief funds, including the most recent the American Rescue Plan, have created an incredible opportunity to significantly support and impact struggling students. While we believe the materials presented at this meeting are encouraging, we urge board members to follow up on the following considerations:

- **Setting targets:** As the HEE Coalition has noted, summer school in 2020 reached only a fraction of the total population of high-need students. Based on today's presentation, it is unclear what the Department considers to be acceptable targets and results for student participation over the summer. Based on the BOE metrics dashboard, differentiated targets and supports should be articulated given inequities in current outcomes. For example, the Nanakuli-Waianae complex area currently has 44% of students identified for high-risk attendance versus 11% for Aiea-Moanalua-Radford. Resources to complex areas for programming should be equitable based on need.
- **Subsidize enrollment:** Given the challenge of the past year, we urge the Department and BOE to fully subsidize summer school enrollment for all students. If that is not feasible, funds should be available to targeted students needing the most support.
- **Learning hubs:** While school learning hubs offer great promise, the wide range in possible models and offerings makes it unclear how schools will be supported to offer hubs representing the highest quality. Based on provided meeting materials, it seems as though resources are being distributed at a base level per student enrollment. To increase equity, a weighted student approach would likely better address learning loss due to the aforementioned inequities. Schools should also explore how learning hubs can support existing organic efforts by families that may be underway already, such as learning pods. In some cases, these groups of families have been helping each other throughout the pandemic, and they may simply need additional resources or supplies they can utilize in these existing structures that work.
- **Mosaic of community partners:** HawaiiKidsCAN has spoken with retired teachers, student teachers, college students, and private organizations who are all ready and eager to support Hawaii's students with high-dosage tutoring and mentoring services. We urge the Department to streamline the process for enabling families to engage with these diverse partners to maximize impact and minimize duplication.

Mahalo for your consideration,

David Miyashiro
 Founding Executive Director
 HawaiiKidsCAN



Corey Rosenlee
President
Osa Tui, Jr.
Vice President
Logan Okita
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE STATE OF HAWAII BOARD OF EDUCATION

THURSDAY, APRIL 15, 2021

III. A. Board Action on the Department's Plan for Use of Federal Funds in the COVID-19 Relief Package and Annual Federal Spending Bill: 2021 Summer Learning Plan and Funding, 2022 Summer Learning Plan and Funding, and Devices for 2021 Summer and 2021-2022 and 2022-2023 School Years

COREY ROSENLEE, PRESIDENT

Aloha Chair Payne and board members,

HSTA has concerns about some of the proposed use of ESSER II funds as proposed for 2021-2022 and believes these concerns must be addressed before the BOE approves how the money will be used by the department. Specifically, HSTA is concerned about the \$35 million being allocated for summer school learning hubs and computer refresh. The BOE is being asked to approve the appropriation approximately one week before the Legislature finalizes its budgets and without knowing how much the department will need to fill budget gaps. HSTA does support the kindergarten transition program, transportation for the extended school year for special education students and the summer feeding program.

Before BOE approves the use of these funds, several important questions must be addressed:

1. The DOE asks for \$19.3 million to be spent on summer school learning hubs for students who are academically behind and for students with engagement challenges. In the summer of 2020, only 8,400 students participated in some sort of summer learning program.

A. Does the DOE believe more students will attend summer school this year compared to last year? If so, based on what indicators?

B. If large numbers of students do not attend summer school, how will the money be spent?

C. Does the DOE have any indication after this very stressful school year if it will have enough qualified staff for summer school?

D. Research has shown that high-risk students are unlikely to attend summer school. Does the DOE have any indication that students labeled as “engagement challenges” during the school year will attend summer hubs?

E. Why is the DOE using ESSER II funds for summer school learning, instead of using ARP ESSER funds which require up to 26% of funding to be used for “learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment?” ESSER II funds allow much greater latitude including, “including hiring new staff and avoiding layoffs.” Since the Legislature has not finalized its budget, the DOE and the BOE must be judicious in case there are budget holes that must be filled.

2. The DOE also requests \$16.8 million for computer refresh of 15,000 computers.

A. How many devices has the DOE already purchased this year?

B. How is the DOE going to use the \$7million still unspent from the distance learning equipment from the CARES Act grant?

HSTA is asking the BOE to be prudent in the allocation of the stimulus funding and to use the funding to meet its strategic goals and budgetary needs.

Aloha Board Chair Payne and Board Members.

I am providing written comments on agenda item III-A. Board Action on the Department's Plan for Use of Federal Funds in the COVID-19 Relief Package and Annual Federal Spending Bill: 2021 Summer Learning Plan and Funding, 2022 Summer Learning Plan and Funding, and Devices for 2021 Summer and 2021-2022 and 2022-2023 School Years.

The DOE is proposing to spend \$3,580,000 over two years on a summer start kindergarten transition program. Making sure Hawaii's new public school students have a strong start in kindergarten is one part of a successful academic K-12 experience. Has a program review been completed on the 2018 and 2019 programs to inform the requested funding and program implementation for 2021? Honolulu Civil Beat published a DOE letter sent to complex area superintendents and elementary school principals with an opt-in deadline of April 12. Without knowing how many schools will opt-in, how was a funding request calculated and what happens if actual opt-ins are lower than the number used to calculate the funding request?

The DOE's work to close the device gap for its students is commendable, and the work to close the 2% gap is practical. However, the 2% device gap is for the 2020-2021 school year, which would suggest that the reporting group of students would be the student population during a normal school year, not for summer. The DOE's agenda material indicates, "Some complex areas have indicated a need for devices to support the summer programs." Yet, last summer there were 20,719 participants in summer programs, according to published summer metrics. Also, the DOE's Chief Information Officer publicly stated in various venues that more than 50,000 devices have been purchased and given to schools. It would seem as if the complex areas and schools would be able to cover device needs for summer with 50,000 devices purchased centrally for student use, unless the DOE is expecting to service more than 50,000 students this summer. The DOE is already encouraging complex areas to do this for hotspots.

A device refresh plan is important for all organizations, but it takes analysis, planning with timelines and milestones, metrics to gauge success of the program, and processes for accountability at the centralized level and school distribution level. There doesn't appear to be anything publicly available on the refresh program and how the program will continue after federal funding expires. Devices may be a one-time cost, but maintenance and software are recurring. The funding request includes almost a million dollars per year for "device management software for compatible centrally purchased devices". If the DOE has purchased 50,000 devices at an average cost of \$500 for each device, the DOE already spent \$25 million on devices that will need to be inserted into a refresh plan, along with all other DOE devices.

Mahalo for your consideration of these comments.



April 15, 2021
Special Meeting

Dear Chair Payne and Members of the Committee,

We would like to comment on items II. A., and III. A.

II. A. Presentation on the Department of Education's ("Department") plan to enhance learning to address COVID-19 related learning loss

We reviewed the DOE's presentation on its plan to enhance learning to address COVID-19 related learning loss. We are grateful to the BOE for requiring the DOE to maintain a BOE Metrics Dashboard. Because of this data dashboard, we at least have an understanding of the extent to which learning loss is occurring. We know what percentage of students are behind grade level, are not on track to graduate, and are chronically absent. The DOE provides a framework for summer learning, which is supposed to be a guide for schools to use in designing their summer programs, but all of the elements of the framework such as equity and excellence, connection to culture and place, college, career and community readiness, and focus on whole child appear to encompass all students, and do not specifically target the students who have been identified as having learning loss. Furthermore, the structure of summer school for 2021-2022 does not seem to be significantly different than that of 2020-2021. HE'E Coalition did an analysis (attached as Exhibit A) of last year's summer program and concluded that while the program was extensive, it only reached roughly 20% of our high-needs students, at a considerable cost. We hope that in the future, the DOE will be more strategic in targeting the most vulnerable students.

III. A. Board Action on the Department's plan for use of federal funds in the COVID-19 relief package and annual federal spending bill: 2021 summer learning plan and funding, 2022 summer learning plan and funding, and devices for 2021 summer and 2021-2022 and 2022-2023 School Years

The DOE's submission of this summer school funding plan in April does not give the BOE sufficient time to critique and suggest changes before the start of summer school in June. The allocation of funds on a blanket per student basis and without clear guidance is not a strategic use of funds. In addition, without data, it is not clear how effective services such as the Ohana Help Desk were in assisting students and parents. We encourage the BOE to carefully monitor the allocation and use of these funds.

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

EXHIBIT A



September 17, 2020

Dear Chair Payne and Members of the Board of Education,

Discussion Item VI. A. Update on implementation on Board Resolution adopted on May 21, 2020 directing the Department of Education to offer summer school in a way that supports students disproportionately impacted by school closures caused by the COVID-19 pandemic, to ensure clear coordination between each level of the tri-level system, and to communicate timely and effectively with the public: Summer school 2020 final report

Discussion Item VI. B. Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress

We are commenting on Discussion Item VI. A. DOE Summer School 2020 and VI. B. DOE Reopening Metrics. The main points for our comments are as follows.

Summer School 2020:

- DOE Summer School 2020 only reached roughly 20% of our estimated disproportionately impacted students at a considerable amount of cost.
- (1) DOE summer school programs weren't strategically tailored to effectively reach disproportionately impacted students; (2) it does not appear they reached a significant percentage of disproportionately impacted students; and (3) a more strategic and systems-based approach could have improved results.
- We will likely need to capitalize on summer next year to help students again. DOE should be identifying students that will need summer help right now, track them, and get in touch with their families so when summer rolls around we will have a better chance of having them enroll.

DOE Reopening Metrics:

- DOE's proposed metrics do not provide an accurate picture of where the needs are. We feel a better way of looking at data would be to shift to a "gap" perspective.
- Shifting the metrics to measure gaps would require collection of data establishing current status and data establishing overall need.
- If we establish what the goals and gaps are, we can focus on closing them. For example, in the case of devices, if our goal is 100% access for all students, and we currently have 80% of our students with devices, then our device gap is 20% of our students. With this clear and objective metric, the system can focus and systematically work towards closing this gap to zero.

Summer School 2020

Regarding Summer School 2020, we find the DOE's memo and dashboard lacking in data to assess whether or not Summer School fulfilled the tenets of the Board Resolution, and in particular, whether Summer School sufficiently provided support to students disproportionately impacted by school closures caused by the COVID-19 pandemic. According to our analysis, **DOE Summer School 2020 only reached roughly 20% of our estimated disproportionately impacted students at a considerable amount of cost.**

How many students were truly disproportionately impacted by the 4th quarter? We have 179,000 students in our school system, with approximately 51% or 91,290 who are economically disadvantaged, 6% or 10,740 who are English Learners, and 10% or 17,900 who receive special education services. The DOE has not provided their estimate of total disproportionately impacted students, so we were required to do our own estimate. Conservatively, we think that around 30% or 53,700 of our students were disproportionately impacted by the 4th quarter (see table below).

Total Students	179,000	100%
Economically Disadvantaged	91,290	51%
English Learners	10,740	6%
Students receiving Special Education Services	17,900	10%
Fair Estimate of Disproportionately Impacted Students	53,700	30%

HE'E reviewed all DOE Summer 2020 weekly reports and came up with the following analysis. At the peak of Summer School, during the week of 6/22/2020-6/25/2020, we calculated that a total of 17,749 students participated in all summer programs. Of those, non-disproportionately impacted students totaled 7,431 or 42%, and disproportionately impacted students totaled 10,318 or 58% (see table and appendix). While the DOE served a fair number of disproportionately impacted students, when measured against our estimate of the total number of disproportionately impacted students, we believe it fell short.

Total Students (6/22-6/25)	17,749	100%
Non-Disproportionately Impacted Students	7,431	42%
Disproportionately Impacted Students	10,318	58%
Total Disproportionately Impacted Students	53,700	

DOE ran six programs for 2020 summer: Official Summer School, E-School, Credit Recovery, School Based Opportunities, Extended School Year and Alternative Learning. We learned that Official Summer School, E-School, Credit Recovery, Extended School Year, and Alternative Learning were traditionally provided prior to COVID-19. Only the School Based Opportunities program was new, and it was left up to the schools who elected to participate to design and implement based on each school community. At the start of summer school, our members, parents and students experienced tremendous confusion around enrollment, fees, and offerings. Furthermore, because each school had its own unique design, we understand that data collection across the system was not consistent.

Furthermore, it appears that among the six programs, Official Summer School, E-School, and Credit Recovery mostly addressed the non-disproportionately impacted students. Out of the total summer school population, these three programs served over 6,500 students, which makes us question whether DOE Summer Programs were strategically targeting the most vulnerable, disproportionately impacted students.

The DOE received a total of roughly \$43M in one-time federal dollars for state departments of education to respond to the COVID-19 emergency in K-12 schools. In our analysis, DOE spent around half this amount, roughly \$21 million, on summer school. Given that only a little over 10,000 disproportionately impacted students were served, we wonder if the DOE adequately addressed enough of these students, while expending a considerable amount of funds.

Devices	\$5,500,000
Summer Learning Hubs	\$6,000,000
Connectivity-Mobile Bus	\$ 100,000
Summer Learning-SPED (ESY)	\$4,400,000
Summer SPED Assessment and Meetings	\$2,000,000
Connectivity-MIFI and Mobile Hubs	\$ 2,900,000
TOTAL COST	\$20,900,000
COST/STUDENT	\$1,200

Our conclusion is (1) DOE summer school programs weren't strategically tailored to effectively reach disproportionately impacted students; (2) it does not appear they reached a significant percentage of disproportionately impacted students; and (3) a more strategic and systems-based approach could have improved results.

We believe DOE should learn from this experience because a considerable amount of money was spent, and we will likely need to capitalize on summer next year to help students again. DOE should be identifying students that will need summer help right now, track them, and get in touch with their families so when summer rolls around we will have a better chance of having them enroll.

While all in HE'E recognize the enormous work and effort that went into establishing a largely virtual 2020 summer school, the fact that there were six programs necessitates an evaluation of each program, separately. Cost per child for each program is a basic ingredient; metrics for the success of each program, measured in part by which types of students are in any program, must also be included into any summer school design and analysis. Without such measurements, we simply don't know the effectiveness of each part of our DOE Summer School. We hope that the plans for Summer School 2021 will begin now, so that all the necessary design processes can be established well before students enter the classroom, whether that be virtual or in person.

Appendix

SUMMER SCHOOL														
	6/1-6/5 # Students	6/1-6/5 % of Students	6/8-6/12 # Students	6/8-6/12 % of Students	6/15- 6/19 # Students	6/15- 6/19 % of students	6/22-6/25 # Students	6/22-6/25 % of students	6/29-7/2 # Students	6/29- 7/2 % of student s	7/6-7/10 #Student s	7/6- 7/10 % of students	7/13- 7/17 #Student s	7/13-7/17 % of students
OFFICIAL SUMMER SCHOOL (virtual)			2,195	100%	3,465	100%	3,014	100%	3,343	100%	1,878	100%		
Non-Disproportionally Impacted			1,931	88%	2,983	86%	2,608	87%	3,064	92%	1,605	85%		
Disproportionately Impacted			264	12%	482	14%	406	13%	279	8%	273	15%		
ESCHOOL (virtual)	1,054	100%	1,032	100%	1,016	100%	982	100%	982	100%	1,001	100%	999	100%
Non High Needs			964	93%	956	94%	915	93%	915	93%	766	77%	764	76%
High Needs			68	7%	60	6%	67	7%	67	7%	235	23%	235	24%
CREDIT RECOVERY (Acelles-virtual)	1,612	100%	670	100%	671	100%	2,513	100%	2,749	100%	2,797	100%	2,036	100%
Non-Disproportionally Impacted			59	9%	60	9%	1,917	76%	2,087	76%	2,031	73%	1,958	96%
Disproportionately Impacted			611	91%	611	91%	596	24%	662	24%	766	27%	78	4%
SCHOOL BASED OPPORTUNITIES (virtual/in person)	1,681	100%	7,381	100%	9,704	100%	10,049	100%	9,317	100%	4,016	100%	1,806	100%
Non-Disproportionally Impacted	780	46%	1,513	20%	1,867	19%	1,991	20%	1,792	19%	1,172	29%	391	22%
Disproportionately Impacted	901	54%	5,868	80%	7,837	81%	8,058	80%	7,525	81%	2,844	71%	1,415	78%
MOBILE HUB (virtual)			8		12									
STATEWIDE PROGRAMS														
EXTENDED SCHOOL YEAR (in person)			386		543		968		369					
ALTERNATIVE LEARNING PROGRAMS (in person)	142		158		181		223		239		223		148	
TOTAL STUDENTS IN ALL SUMMER PROGRAMS	4,489	100%	11,830	100%	15,592	100%	17,749	100%	16,999	100%	9,915	100%	4,989	100%
Totally Non-Disproportionately Impacted	3,588	80%	4,467	38%	5,866	38%	7,431	42%	7,858	46%	5,574	56%	3,113	62%
Total Disproportionately Impacted Students	901	20%	7,363	62%	9,726	62%	10,318	58%	9,141	54%	4,341	44%	1,876	38%

HE'E Coalition Members and Participants

Academy 21
After-School All-Stars Hawai'i
Alliance for Place Based Learning
American Civil Liberties Union
Atherton YMCA
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
*Education Institute of Hawai'i
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawai'i
Harold K.L. Castle Foundation
*HawaiiKidsCAN
*Hawai'i Afterschool Alliance
*Hawai'i Appleseed Center for Law and Economic Justice
*Hawai'i Association of School Psychologists
Hawai'i Athletic League of Scholars
*Hawai'i Children's Action Network
Hawai'i Education Association
Hawai'i Nutrition and Physical Activity Coalition
* Hawai'i State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii
Kamehameha Schools
Kanu Hawai'i
*Kaua'i Ho'okele Council

Keiki to Career Kaua'i
Kupu A'e
*Leaders for the Next Generation
Learning First
McREL's Pacific Center for Changing the Odds
Native Hawaiian Education Council
Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i
Special Education Provider Alliance
*Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



Testimony BOE <testimony.boe@boe.hawaii.gov>

RE: COMMENT: Support Reopening Public Schools Full-Time Next School Year (Fall 2021)

4 messages

MHONG <meeganation@gmail.com>
To: Testimony.BOE@boe.hawaii.gov

Fri, Apr 9, 2021 at 11:11 AM

Dear Chairman of the Board of Education,

I am a parent of three public school children. Next year, each of my children will be at three different schools in our Complex Area: Koko Head Elementary School, Niu Valley Middle School, and Kaiser High School.

I was dismayed to learn that it is currently DOE's policy that next year's school reopening policy (Fall 2021) will depend on how each school ended its spring quarter. So for Kaiser High and Niu Valley Middle, that means the principals are currently planning for a two-day school week even for the next school year. Koko Head just recently started matriculating all their students back on campus every day so my youngest, fortunately, will have the opportunity to be at school every day next year.

There is a growing movement of dissatisfied parents who will not put up with the status quo for the next school year. As a parent, I am frankly very frustrated by the way the DOE has placed the responsibility of school reopening to each individual school and their principals: as a result, schools within the same complex have had different reopening strategies since January depending on the preference/comfort level of each school's principal and their administrators. For example, Mr. Goo from Hahaione Elementary was determined from the start to bring all his students back to school full-time in January and he has successfully done so because that was his goal, even if it meant dismantling and removing everything out from the classrooms to accommodate the 3-feet distance criterion. Niu Valley Middle School had 1 day a week up until the Spring quarter. If the DOE mandated that we are all to reopen, they will make it work. Without a clear mandate, some are simply not motivated enough to make this happen!

Our middle school and high school students have not had that luxury, and because their student populations were split into multiple groups, many students were disincentivized to return to school because teachers taught to the computers, and many of their friends did not fall in their designated school groups (based on their last names). I can understand and be patient with this system for the duration of the remainder of this school year. *However*, it is to the detriment of our students' academic, emotional, physical, and social needs if we as a state do not make it an urgent priority to ensure that all our kids are back in school full-time next year.

Many schools that have resumed a normal schedule with all the mitigation strategies in place on the mainland in states where COVID infection rates are many times higher than that in Hawaii (namely, Utah, Arizona, Florida, Minnesota) have not seen major outbreaks as feared by the HSTA and others who want to keep our schools closed. I personally have friends and family whose children attend such schools on the mainland and have fared well without major outbreaks. This can be done! This is being done right now! Why is the DOE not learning from these other school districts?

Distance learning is a deficient and vapid way to learn long-term for our children who thrive best in an environment where they can engage with their peers and their teachers. Being in school provides opportunities where they can practice and hone the soft skills they need to thrive as adults as they navigate how to interact socially with those around them. I know of too many students and have heard of many anecdotes in the community where our children are failing classes because they are simply disengaged.

I feel strongly there needs to be clear direction from the DOE or even from the same Complex Area to mandate that the schools be open full-time next year. The covid numbers in our area is comparatively low and there is no logical reason why a school down the street is open every day and the other 1.5 miles away is only open two times a day. There is simply no other argument to support blended learning, barring unforeseen circumstances, if teachers are vaccinated next year. Scientific data have shown that children are not primary heavy transmitters of COVID as previously thought.

In terms of the persistent fear that teachers and students will only bring the virus home to their aging grandparents or parents with whom they share a home, that point is irrelevant at this point where vaccines are available. It is not the job of the DOE or the HTSA to protect the lives of everyone. The HSTA takes care of their workers they represent: well, they will have their vaccines by the end of April. The schools need to make sure our children receive an education in a learning

environment that is safe, and the main thing we can control is their continued mask-wearing, and frequent sanitizing. Both of these mitigation strategies are in place in all our schools.

In countries like Asia where their student population is high and spaces small, 3 ft distancing is not even an option. Certainly, mask-wearing and air filters can help mitigate the spread of COVID. I was irritated to no end during Rep Ward's zoom call on the reopening of the school to learn that the Capitol has purchased high-end air purifiers that can eliminate viruses, like COVID. Where is the CARES money that is supposed to be used to help take care of COVID-related needs? Are we as a state outfitting our classrooms with such air filters?

It is just a disappointment that the State will bring back tourists before we allow our kids to return to classrooms full-time. We should have taken care of our "home" and put our "home" in order before reopening our home en masse to tourists. I understand this may be oversimplifying a really difficult situation and recognize our teachers have worked so hard to meet the different needs of in-person students and distance learning students. Teachers should not be asked to keep this up next school year. Students afraid to return because of the virus should be given another homeschooling option without zapping the attention and energy of our full-time regular teachers!

In conclusion, I find it outrageous we are even considering a twice-a-week school schedule for the next school year given the strides we are making in vaccines and our lower COVID numbers when we compare our situation to the mainland. I just feel that fear at this point is unwarranted and it is taking away the full school experience from our Keiki, and continue to make life and family life for dual-income families unnecessarily difficult as they struggle to do their jobs while keeping an eye on their kids' schooling at home.

All our students need to be back in school next year. Our middle schoolers and high schoolers need to be in school full-time. Those are the years where their future depends on their academic performance. I urge that the Governor proclaim a full return to school for our students next year and they should **NOT** be given an option for distance learning. Those who are so afraid of the virus **can choose** to pursue other educational resources to continue their learning. But the rest of us who are willing to take the risk to have our students return to school to get an education every day within the public school system should not have to suffer along with them and be given the choice to do school full-time.

Sincerely,

Maggie Hong

Testimony BOE <testimony.boe@boe.hawaii.gov>
To: MHONG <meeganation@gmail.com>

Tue, Apr 13, 2021 at 11:38 AM

Aloha,

Please advise which BOE meeting and the corresponding agenda item you would like to submit the following written testimony for -

Here are the links to the upcoming BOE agenda(s) for your reference:

[April 15, 2021 Human Resource Committee Meeting \(Virtual\) \(hawaii.gov\)](#)

[April 15, 2021 Special Meeting \(Virtual\) \(hawaii.gov\)](#)

[April 15, 2021 General Business Meeting \(Virtual\) \(hawaii.gov\)](#)

Mahalo!

[Quoted text hidden]

MHONG <meeganation@gmail.com>
To: Testimony BOE <testimony.boe@boe.hawaii.gov>

Wed, Apr 14, 2021 at 9:28 AM

Aloha,

Please include my letter as a written testimony for the Special Meeting, Agenda Item 2A. I understand reopening of schools policy for the new school year 2021-22 is not on any of the meeting agendas. I will argue that a way for them to address the impact of covid is to fully reopen the schools for the next school year to **prevent further** learning loss and social/emotional problems associated with 100% distance learning that many of our Keiki find soporific and mind-numbing.

4/14/2021

Dell Marketing LP Mail - RE: COMMENT: Support Reopening Public Schools Full-Time Next School Year (Fall 2021)

I am bringing this up now because many schools are planning for the next school year.

Thank you.

Maggie Hong

[Quoted text hidden]

Testimony BOE <testimony.boe@boe.hawaii.gov>

Wed, Apr 14, 2021 at 9:31 AM

To: MHONG <meeganation@gmail.com>

Thank you for your response.

-Board of Education Office

[Quoted text hidden]

Special Meeting
April 15, 2021

Discussion Items

II.A. Plan to address Learning Loss Presentation

(1) SUPPORT “FOLLOWING THE PLAN!!”

(2) SUPPORT: BOARD SUBSIDY FOR FEE-BASED SUMMER SCHOOL PROGRAM or NO COST

Each complex area is allotted \$100,000 plus \$49 per student enrolled in its schools during School Year (SY) 2020-2021. Currently, there are plans for 212 School Learning Hubs (132 elementary schools, 36 middle, 32 high, 11 multiple level schools, and 1 community school for adults)

Summer School registration for Summer 2021 has already begun for some schools. Summer school tuition is \$190 for a one-credit course and \$95 for a half-credit course. The Board may consider subsidizing the fee-based Summer School program, authorized by Hawaii Revised Statute 302A-1310 and Hawaii Administrative Rules 8-30-2, for Summer 2021 and Summer 2022.

(3) SUPPORT: Federal Relief Funding ESSER III - STAKEHOLDER INPUT

Comment: Place Comprehensive Plan for public comments on the Board of Education Agenda

Comment: Place the final draft of the Comprehensive Plan and of the funding plan for public comments on the Board of Education Agenda

SUPPORT PLAN

Official Summer School	<ul style="list-style-type: none">• Academic courses and programs offered at school sites for grades K-12 and via e-school for grades 9-12 per HRS §302A-1310 and HAR §8-30-2• For original credit or remediation through credit advancement or recovery
School Learning Hub	<ul style="list-style-type: none">• Designed at the school or complex area based on needs• Transition and enrichment programs (e.g. camps-sports, STEM, music, etc.)
Specialized Student Support	<ul style="list-style-type: none">• Includes Extended School Year, English Learner Extended Learning Opportunities, special support programs, and Alternative Learning Program support and services

	<ul style="list-style-type: none"> • For students needing specialized services and supports
Accelerated Learning	<ul style="list-style-type: none"> • Programs designed to advance learning in targeted subjects • For a targeted student population
College, Career and Community Learning	<ul style="list-style-type: none"> • Transition and on-ramp programs, including summer internships sponsored by the state office or arranged by schools • For high school student preparing for post-secondary education and careers

ESSER III

Hawaii's allocation: **\$412,328,764**

Numbers do not match

ESSER III Activity	ESSER III Required Set-Aside	HIDOE Estimated Amount
LEA allocation ¹	90% of total allocation	\$371,095,888
LEA learning loss reservation ²	20% of LEA allocation	\$74,219,178
SEA learning loss reservation ²	5% of total allocation	\$20,616,438
SEA summer enrichment programs	1% of total allocation	\$4,123,288
SEA comprehensive afterschool programs	1% of total allocation	\$4,123,288
	Total	\$474,178,080.00

¹ Charter schools will receive a proportionate share based on enrollment.

² No less than a total of \$94,835,616 will be used to address learning loss through evidence-based interventions while ensuring the needs of students disproportionately impacted by the COVID-19 pandemic.

SPECIAL MEETING

APRIL 15, 2021

Action Items

III.A Use of Federal Funds

SUPPORT

The Department is seeking approval from the Board of Education (Board) to authorize the additional use of up to \$65.4 million of ESSER II funds for the following three categories of expenses:

1. Summer learning loss programs (\$13.1 million for Fiscal Year [FY] 20-21 and \$11.5 million for FY 21-22);
2. Support services that include transportation and food service (\$12 million / year); and
3. Student computer devices (\$8.4 million / year)

April 15 Request to expend funds for:

Learning Loss	FY 20-21	\$13,100,000
	FY 21-22	\$11,500,000
Support Services Transportation and Food Service	FY 20-21	\$12,000,000
	FY 21-22	\$12,000,000
Student Computer Devices	FY 20-21	\$8,400,000
	FY 21-22	\$8,400,000
	April Request	\$65,400,000.00
	Previous Request	\$62,500,000.00
	Total	\$127,900,000.00
	Total ESSER II Funds Received	\$183,595,211.00
	Previous and April's Request	-\$127,900,000.00
	Balance	\$55,695,211.00

APRIL REQUEST BREAKOUT (MY REFERENCE ONLY)

1. Summer learning loss programs (\$24.6 million: \$13.1 million for FY 20-21 and \$11.5 million for FY 21-22);
2. Support services that include transportation and food service (\$24 million: \$12 million for both FY 20-21 and FY 21-22); and
3. Student computer devices (\$16.8 million: \$8.4 million for both FY 20-21 and FY 21-22).

	FY20-21	FY21-22	TOTAL
Summer Learning loss	13,100,000	11,500,000	24,600,000
Support services	12,000,000	12,000,000	24,000,000
Computer devices	8,400,000	8,400,000	16,800,000
Total	33,500,000	31,900,000	65,400,000

PROGRAM	DESCRIPTION	Estimate FY 20-21	Estimate FY 21-22
Learning Loss - Summer Learning Hubs	<p>School Learning Hubs are designed at the school or complex area based on the needs of their students.</p> <p>Guidance to schools is to prioritize programs for graduating seniors, students who are academically behind, students in transition grades (incoming kindergarten, elementary to middle, middle to high, and high school to college or career), and identified students with engagement challenges due to the pandemic.</p> <p>Programs may focus on remediation or credit recovery, intervention, transition, and/or enrichment (e.g., camps-sports, music, Science, Technology,</p>	\$9,650,000	\$9,650,000

	<p>Engineering, and Math, etc.) programs.</p> <p>Each complex area is allotted \$100,000 plus \$49 per student enrolled in its schools during School Year (SY) 2020-2021. Currently, there are plans for 212 School Learning Hubs (132 elementary schools, 36 middle, 32 high, 11 multiple level schools, and 1 community school for adults) across all 15 complex areas.</p>		
Learning Loss - Summer Start Kindergarten Transition Program	<p>The Department, in partnership with Hawai'i P 20 Partnership for Education, would provide all elementary schools the opportunity to offer the Summer Start Kindergarten Transition Program during the summer of 2021 and 2022 to support successful kindergarten transition for incoming students and families. The Summer Start Kindergarten Transition Program would provide a free three-week in person classroom experience for incoming kindergarteners with little or no preschool experience. The program focuses on student behaviors and school routines to increase students' confidence and foster a sense of independence. This program was implemented on a smaller scale in 2019 and 2018. This program was not offered in 2020 due to the pandemic.</p>	\$1,790,000	\$1,790,000
Learning Loss - Ohana Help Desk	<p>The 'Ohana Help Desk provides public school students and their parents self-service and chat support for families</p>	\$333,334	TBD (based on needs assessment)

	<p>experiencing issues connecting to Department systems remotely from home. The help desk assists with connectivity-related issues (e.g., network and wifi connectivity), access and security issues, device support (e.g., devices, applications, software updates), and general informational technology support. Hours are 7 a.m. to 8 p.m. Monday-Friday excluding holidays, and 4 p.m. to 8 p.m. on Sundays. Funding would extend the existing contract by an additional three months. Re-evaluation of this program will be conducted as familiarity with distance learning becomes more established.</p>		
Learning Loss - Connectivity	<p>Funding will be used to extend existing data plans and content filtering services for mifi hotspots for an additional 3 months. Complex Areas encouraged to assess and reassign/redistribute centrally-purchased hotspots for summer learning programs.</p>	\$1,360,000	TBD (pending comprehensive plan for ESSER funds)
Support Service - Transportation	<p>Student Transportation will be provided for special education students in the Extended School Year (ESY) program per Individualized Education Program (IEP) plans. For regular education, transportation service will be targeted to equity of access needs and depend on available funds included in complex area or school summer learning plans. Cost estimate is based on 2 buses per school for 30</p>	\$6,000,000	\$6,000,000

	days of program at a cost of \$450/day/bus.		
Support Service - School Food Service	The Summer Feeding Program is being coordinated by the Office of Facilities and Operations. Plans are being finalized to transition from providing meals during the fourth quarter to summer learning. Cost estimate is based on participation at a rate of approximately 25% of total enrollment for 30 days of the program, for breakfast and lunch with USDA meal reimbursements of approximately 50%.	\$6,000,000	\$6,000,000
Computer Refresh	<p>The proposed \$7.5 million per year would be used to continue to close the device gap for students, as well as assist with a computer refresh process by replacing outdated and non-functional student devices at the schools.</p> <p>This funding will allow the purchase of approximately 15,000 devices at an average of \$500/device.</p> <p>This will fulfill the approximate 3,300 (2%) current device gap, plus provide an additional 11,700 devices to support the Department's refresh program in SY 2021- 2022, and similar total numbers for SY 2022- 23.</p> <p>As with previous purchases, the Department will need to gather data from the schools to determine the number and type of devices each school needs to replace to ensure the proposed ESSER II funding is used as</p>	\$8,401,000	\$8,401,000

	<p>intended and in accordance with any federal funding requirements.</p> <p>Some complex areas have indicated a need for devices to support the summer programs and approval of the use of funds for the computer refresh will provide students with needed devices.</p> <p>\$901,000 per year to extend the device management software for compatible centrally purchased devices for twenty four months, through June 17, 2023.</p>		
	Total	\$33,534,334.00	\$31,841,000.00