



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

---

**Testimony-May 20th 11am**

1 message

---

**hughey2000@aol.com** <hughey2000@aol.com>

Wed, May 19, 2021 at 7:54 AM

Reply-To: hughey2000@aol.com

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

**Aloha Chair Payne and members of the Hawaii Board of Education,**

Thursday, May 20, 2021 11:00 a.m.

Agenda item IV. Discussion Items

**A. [Update on the Department of Education's biennium operating budget request for fiscal years 2021-2023: Legislative conference committee decisions and next steps](#)**

I was waiting to see if the Board of Education would continue funding the differentials before I decided to make life long family decisions. I stated in previous testimony the differentials made it financially possible for my wife and I to continue to live and teach here. After the decision was made that the differentials were a priority we decided to purchase a family van and have a second child.

I see that in the budget the Legislature did not fund the differentials. I am no longer am in position to apply for another teaching position in a state that pays teachers a respectful salary. My wife and I were looking at Washington State where we would both gain \$75,000 more in combined income.

Please probe the Department of Education for the 34 million needed to fill the differentials in 2021-2022 school years. I request that the federal funding for learning loss should be used for the differentials. There is no better way to truly address learning loss than in a program that fills the teacher shortage. Expecting emergency hires to fill learning loss is a lost cause.

I request the members on the Board of Education lobby the legislature vigorously for the funding needed. Since our State Constitution wasn't written to properly fund public education the legislature is the only entity to solve our funding issues of meager funding, too few teachers and dilapidated buildings. This problem has been documented to have existed since 1911. They have failed to make public education a priority since their inception and continue to come up short. State budgets are reflection of our state values.

**Mahalo,****Justin Hughey****Special Education Teacher at King Kamehameha III Elementary****Democratic Party of Hawaii, State Central Committee, Education Caucus Rep.****37 Poniu Circle****Wailuku, HI 96793**



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, May 20, 2021

### **IV. Discussion Items A. Update on the Department of Education's biennium operating budget request for fiscal years 2021-2023: Legislative conference committee decisions and next steps**

COREY ROSENLEE, PRESIDENT

Aloha Chair Voss and board members,

As the Board of Education reviews the DOE's analysis of the legislative budget, HSTA asks the BOE to support HB613 and its allocation of funding, specifically the educator workforce stabilization payment of \$2,200. HSTA also appreciates the BOE's continued support for funding the shortage differentials. HSTA recognizes the DOE's need to restore its base budget for next year, and will advocate with the DOE during the legislative session to restore the base budget. As the economy improves, there is a great opportunity to use the stimulus funds to create systemic changes with once-in-a-generation funding from the federal government.

HSTA disagrees with the DOE that teacher "bonuses are prohibited" and that "teacher bonuses require collective bargaining." ARP ESSER funds specifically allow funds to be used for "other activities that are necessary to maintain operation of and continuity of services, including continuing to employ existing or hiring new LEA and school staff." At the beginning of the 2020 school year, about one-quarter of all teachers said they intended to leave the teaching profession by the end of the year, according to a survey from the Rand Corporation. ESSER funds are being used for similar teacher stabilization payments across the country in other school districts in Vermont, Michigan, South Carolina, South Dakota, Tennessee, Oklahoma, Georgia and Oregon. In Hawaii, there already is a clear precedent of increasing payments to teachers outside of the collective bargaining process including shortage differentials for special education, Hawaiian language immersion teachers as well as for those who teach in hard-to-staff locations. In addition, the Legislature has approved \$5,000 bonuses for teachers with national board certification (NBCTs) and another \$5,000 for those NBCTs who work in hard-to-staff locations.

HB613 also allocates potentially up to \$70 million, which is the amount state lawmakers were told it would take to air condition the remainder of Hawaii's hot classrooms. HB613 budgets \$110 million for EDN400 services. The DOE wishes to use this funding to apply \$55 million for the next two years to restore the base budget for EDN 400, and not use the funding for air conditioning. If the DOE applies this funding only to the base budget, what incentive does the legislature have to restore the base budget for EDN 400 next session as the economy improves? The legislative intent is to use the unique funding of the federal stimulus to finalize the need to cool Hawaii's classrooms. The remaining \$15 million gap can be potentially filled using carryover funding, and/or funding assigned to the complex areas.

HSTA also believes that the federal stimulus funding gives the DOE a unique opportunity to make systemic changes. HB613 allocates \$100 million for school-level programming, including CTE, Hawaiian culture and STEM. The DOE should use this funding to transition Hawaii's schools to a robust CTE program which allows students to graduate with licensures and community college credits. HB613 also allocates a lump sum of \$20 million to help underserved students, which includes \$5 million for community outreach programs. One area that the federal stimulus bill specifically suggests this funding can be used is for "evidence based full-service community schools". The Hawaii DOE should take this opportunity to finally implement community schools in Hawaii.

HSTA therefore believes HB613 allocates funding to support teachers, fund air conditioning, and gives the DOE opportunity to create systemic changes.

May 20, 2021

Finance and Infrastructure Committee

Dear Chair Voss and Members of the Committee,

We would like to comment on Discussion Item IV. A., Update on DOE's biennium operating budget request for fiscal years 2021-2023.

According to the [American Rescue Plan](#), a minimum of 1% of ESSER III funds must be reserved for afterschool programs, which would be \$4,123,288. However, in HB613, only 0.1% or \$412,329 is appropriated for afterschool programs. Not only does this mean that Hawai'i will not be in compliance with federal law, but we would miss the opportunity to serve significantly more students in the afterschool hours that are vital to accelerate learning and support our students' social-emotional recovery. It is vital that the Board and HIDOE work with the State Legislature to amend HB613 to appropriate the correct amount of funding to afterschool.

Once those funds are in place, we highly recommend that the DOE create a pathway for community organizations to access those funds to provide afterschool programming. It is clear that schools and teachers are strapped for capacity after working tirelessly over the last year throughout the pandemic. Instead of providing limited afterschool options for students based on teacher availability, community organizations can fill in the gaps and expand programming so all students who need afterschool can be supported. We must make it easy for schools to partner with afterschool and summer program providers who are ready to work with students and families to accelerate learning and ensure students' academic, social, and emotional needs are met.

Thank you for this opportunity to testify.

Paula Adams  
Executive Director  
Hawai'i Afterschool Alliance  
1776 University Avenue, WA1-102  
Honolulu, HI 96822  
hawaiiafterschool@gmail.com  
www.hawaiiafterschoolalliance.org



May 20, 2021  
Finance and Infrastructure Committee

Dear Chair Voss and Members of the Committee,

We would like to comment on Discussion Item IV. A., Update on DOE's biennium operating budget request for fiscal years 2021-2023.

We appreciate the BOE engaging in the discussion regarding the DOE budget, as there is still uncertainty about how state and federal funds will be allocated. The Governor will determine whether changes will be made in HB 200 CD1 or whether he will veto HB 613 CD2, the two main DOE budget bills, so we must wait for this outcome before we can assess how funds should be allocated. In any event, there will be an unprecedented, one-time infusion of over \$550 million of federal funds to the DOE. Therefore, we should be strategic on how to best use these funds to benefit our students.

Throughout the DOE budget discussions, HE'E's advocacy has been consistent-- that resources should first and foremost be prioritized where students are impacted the most. This is at the school level to support quality teaching and learning. COVID-19 is not over so we must ensure that appropriate health and safety protocols are in place and resourced so that we can get students back to the classroom. In addition, students have suffered academically from a lack interaction with their teachers and peers and a decrease in learning time, but our high-needs students have been impacted the most. The chart below shows the percent of vulnerable students with failing grades at the end of the 3<sup>rd</sup> quarter of the 2020-2021 year.

Vulnerable Students With Failing Grades in 3 <sup>rd</sup> Quarter	Elementary	Middle	High
ELA	28%	13%	18%
Math	22%	14%	19%

*Hawaii DOE Return to Learn Data Dashboard*

We advocate allocating sufficient funding to schools so that they can provide appropriate supports for all students, but particularly for our vulnerable students. We encourage schools to plan and articulate how they will use resources strategically. We expect that the Complex will not only gather and monitor school data to know how schools are doing but will also provide appropriate guidance and support to help schools achieve their goals. Finally, we hope that the state offices provide the requisite tools to help guide our schools, and that the new state leadership helps steer our system back to stability and consistency.

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director

## HE'E Coalition Members and Participants

Academy 21  
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  
\* Hawai'i Youth Service  
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.*

Board of Education  
Finance Committee  
May 20, 2021  
Testimony

**Discussion Items:**

**IV. A. Update on DOE Biennium Operating Budget.  
COMMENTS only**

**Discussion Item:**

**IV. B. Update on DOE Biennium CIP Budget  
OPPOSE**

**Discussion Items:**

**IV. A. Update on DOE Biennium Operating Budget.  
COMMENTS:**

HB 200 CD1 and HB 613 CD2 are on the Governor's desk for approval and signature. This Legislative Session required following many bills that were posed to change how the DOE spend Federal Funds. It was apparent that the House and Senate found themselves unable to trust the ability of the DOE to allocate these funds appropriately based on their knowledge of the DOE Budget presented in December 2020 and the controversies that were public knowledge. Decisions on budget cuts to employees and programs did not sit well with the public or the Legislature. Due to the publicity and constituents' action and participation in the Legislative process, the results show in these two bills.

Representatives and Senators were being called and emailed about the Federal fund spending. I would suggest early on that the Board and the Department knew the road being followed. Taking away authority to be able to allocate funds is a telling sign.

As stated by Board Member Voss in the December meeting, the Board will need to follow this session closely and actively. The Board lacked face to face testimonies through Zoom, until later in the session. One session had Chair Payne and Board Member Namau'u both testifying. Senator Kidani addressed Member Namau'u personally. In my opinion, the Board needed to have the Chair and a designated Committee Chair both submitting written testimony and appearing on Zoom. This was one of the most important sessions due to an abrupt end to the 2020 session.

As the Legislature kept putting their cards on the table, it was clearly an indication that they wanted control. The superintendent testifying frustrated the Legislators because questions were not being answered, just openly dodged, and she consumed A LOT of their time with wordy non answers. When Mr. Hallet was on Zoom with the superintendent, the Legislators posed most of their questions and commentary towards him. Evidently there was an element of trust with him.

It is absolutely imperative, that the Board and the Department, plan and prepare adequately regarding these two bills.

**Remember: We are here to SERVE the students of Hawaii.**

**Discussion Item:**

**IV. B. Update on DOE Biennium CIP Budget**

**Oppose**

Extensive discussion should be avoided. The Committee and Board is well aware of the Department's CiP status from previous presentations/meetings.

It is premature to approve the CIP Budget if the result of HB 200 is not available. It has not been signed or vetoed.

The Board can approve the request; however, HB 200 will supersede it.

**Remember: We are here to SERVE the students of Hawaii.**