



Testimony: Joint SAC FIC Action item IIA

1 message

Warren Hyde <whyde808@yahoo.com>

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

Testimony for Joint Student Achievement Committee and Finance and Infrastructure Committee
Action item II. A. SAC and FIC action on recommendations concerning Board guidance of Department's use of federal funds.....

Dear Chair Namauu, Chair Voss and members of the Student Achievement Committee and Finance and Infrastructure Committee:

Thank you for the opportunity to submit testimony.

First, I commend the Board of Education and Chair Namauu for recognizing the need for shifting discussions from a financial standpoint first, to beginning from an educational standpoint. Your proposal of a three-part framework is appreciated and I would like to propose some additions for part I of the educational plan and part III of the expenditure reporting:

Part III Detailed Expenditure reporting:

Expenditures should illustrate the return on investment. Return of student growth and achievement for the amount of money invested in relation to attaining the metrics the board is directing the Department to identify.

Part I Educational Plan

2022 Summer: Please define summer school and the criteria required to expend federal funds. Last summer, the DOE touted summer school, however, it was watered down to "Summer Hubs" which were unstructured, unplanned study halls that lacked standards based instruction, delivery, or assessments that added learning value to children. It was a check the box activity with little to no return on investment.

The DOE consistently mentions State and Complex Area supports as part of the tri-level system of support. How many State and Complex Area personnel have Principal experience? The DOE is struggling with Education Know-How in the education profession.

Equitable distribution: Hawaii DOE has done a good job of equitable funding with identifying the high needs population. Please elevate distribution with reporting of return on investment. Decade after decade, KKP and NW complex areas have been allocated and expended an exorbitant amount of federal funds. Teachers and administrators in these complex areas are trained by the best national speakers consistently, but transfer into practice has been a struggle with little to no return on investment (systemic issue). Any distribution of funds should expect a report on the return of student learning and achievement for the amount of money expended.

Accelerated Learning Distribution: The Board and Chair Namauu should be commended for identifying that the DOE must shift from categorizing children and look at individuals instead.

There is an expectation the DOE has knowledge and skill to accelerate learning while for decades (pre-pandemic), the DOE was unable to attain satisfactory results. Sitting at a State average of 50% proficiency pre-pandemic means we are failing 50% of the population, which includes non-high needs students. Improving teaching and learning normally requires thoughtful, research-based plans and the DOE has not produced. To elevate that to acceleration is even more difficult. How is Accelerated Learning Plan different than the system that has produced 60-75% of Hawaii's students below grade level?

There exist a reluctance to tackle real work in the DOE that will impact children. It is unknown if it is an issue of courage, ethics, and education know-how or a combination, but the over emphasis of valuing adult alliances within the DOE points to self preservation. The DOE is in need of individuals with skills, experience, and knowledge who are willing to keep to the moral imperative of education – do the work it takes to increase student learning. As evidenced by Phyllis Unebasami's presentation on HMTSS, with lower achievement levels, the DOE is implementing the same things. More of the same will produce the same results. The accelerated learning plan needs to focus on real work that is proven to improve teaching and learning and answer this question: How is this different than the system that has produced 60-75% of Hawaii's students below grade level?

Mahalo for the opportunity to testify.

Sincerely,
W. Hyde



david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

October 21, 2021

Hawaii State Board of Education
Finance and Infrastructure Committee and Student Achievement Committee
Bruce Voss, FIC Chairperson
Lynn Fallin, FIC Vice Chairperson
Kili Namau'u, SAC Chairperson
Bill Arakaki, SAC Vice Chairperson

Aloha Chairs Voss and Namau'u, Vice Chairs Fallin and Arakaki, and Members of the Committees,

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.

HawaiiKidsCAN supports the guidance presented in Action Item A) Student Achievement Committee and Finance and Infrastructure Committee Action on recommendations concerning Board guidance on the Department's use of federal funds in the second round of the Education Stabilization Fund's Elementary and Secondary School Emergency Relief ("ESSER II") and in the third round of ESSER funds authorized under the American Rescue Plan Act of 2021 ("ESSER ARP").

We have consistently expressed concerns about HIDOE's presentation on the use of federal ESSER funds due to the lack of details and specifics. As recent learning data clearly shows, our students' learning has undeniably suffered, and the stakes are incredibly high to maximize the impact of once-in-a-generation federal funds. As such, we are extremely grateful for the guidance presented by Chairperson Namau'u and her community engagement to gather feedback.

In terms of the Educational Plan, I strongly believe this is an opportunity to articulate a near- and long-term vision for the system and learning that can galvanize our school communities, HIDOE staff, the BOE, the legislature, and community partners. It should be noted that HIDOE has been operating without an approved strategic plan since 2020, and it is unclear what the fate is of the 2030 Promise Plan. If the intent is to wait for a full-time HIDOE superintendent to finalize a strategic plan, this may push this process back by several years. Our schools are crying out for leadership right now, and community stakeholders need clarity so we can walk together in alignment, or at least not in opposition or with duplicated efforts?

Mahalo for your consideration,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN



October 21, 2021

Student Achievement Committee and Finance and Infrastructure Committee

Dear Chair Namau'u, Chair Voss, and Members of the Committees,

We would like to support Action Item II. A., Student Achievement Committee and Finance and Infrastructure Committee recommendations concerning Board guidance on the Department's use of federal funds in the second round of the Education Stabilization Fund's Elementary and Secondary School Emergency Relief ("ESSER II") and in the third round of ESSER funds authorized under the American Rescue Plan Act of 2021 ("ESSER ARP").

HE'E has witnessed the slow progress on discussions between the DOE and the BOE on use of ESSER II and ESSER ARP funds. We, therefore, are pleased that the BOE has decided to create this guidance on the use of these funds. We are extremely appreciative of Chair Namau'u for reaching out to HE'E. We had a productive discussion where parents and community members were able to give Chair Namau'u useful feedback on the issues occurring at the school level, which helped inform the guidance.

We support the main elements of the guidance: the three part framework, the educational plan and the fiscal plan. We agree that the educational plan should inform the fiscal plan, rather than the other way around. We believe that in order for the DOE to create a sound educational plan, it needs to be clear on its goals and articulate specifically how the state office and complexes will effectively support schools to achieve these goals. Is the educational goal to get students back to 2018-2019 levels? If so, how will it do this? What are the root causes of learning loss both before and during the pandemic? What are the most effective strategies to address these root causes? Are we looking at a systematic way of addressing common issues across schools? If the DOE does not ask these questions, we feel that resources spent on programs will not be effective. Further, we think the DOE should examine more closely exemplary schools or complexes that have asked these critical questions, have addressed student performance in an effective way prior to and during the pandemic, and are pursuing a strategic and systematic approach to get our students back on track. DOE should leverage outstanding practices at the school level to help the entire system.

Finally, we appreciate that the BOE has made Social-Emotional Learning (SEL) a separate category of focus, and that the emphasis should be on incorporating SEL into both health and safety and accelerated learning and not be a stand-a-lone support. We feel that metrics on SEL should be incorporated and suggest that the DOE consider the BIMAS-2 assessment and the Panorama SEL assessment as potential measurement tools.

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 Scholars for Education and Social Justice
* 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
* Youth Service Hawai'i

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