

Date: 04/20/2012

Committee: House Education

Department: Education

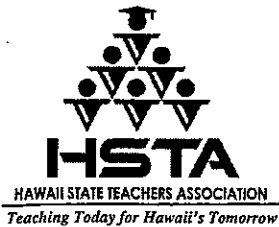
Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Resolution: SCR 121,SD1(sscr3440) REQUESTING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO REVIEW AND EVALUATE COMPLIANCE WITH AND EFFECTIVENESS OF THE REINVENTING EDUCATION ACT OF 2004, AS AMENDED.

Purpose of Resolution:

Department's Position:

The Department continues to express its concern regarding the adequacy of resources and staff time necessary to conduct this review and evaluation of Act 51. However, the Department will endeavor to comply with this resolution.



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TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

**RE: SCR 121. SD1 REQUESTING THE BOARD OF EDUCATION AND
DEPARTMENT OF EDUCATION TO REVIEW AND EVALUATE
COMPLIANCE WITH AND EFFECTIVENESS OF THE REINVENTING
EDUCATION ACT OF 2004, AS AMENDED**

**WIL OKABE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION**

Chair Takumi and Members of the Committee:

The Hawaii State Teachers Association strongly supports SCR 121 and SR 61. We believe that the Reinventing Education Act of 2004, or “Act 51,” is long overdue for evaluation by stakeholders.

When it was originally passed, Act 51 was intended to enhance accountability, resources, and professional development at the local school setting. Through the implementation of weighted student formula, the measure was supposed to equalize funding throughout the Department of Education by tying financial allocations to student populations and needs. In instituting school community councils, the law was intended to give all stakeholders a voice in, and responsibility for, school governance.

Eight years later, however, many of the reform's mandates have yet to provide their advertised performance boost. The weighted student formula, for example, has been repeatedly tweaked to accommodate small schools, who would otherwise suffer funding decreases. In fact, so many exceptions were carved out of the formula for individual communities that the Board of Education, in 2011, was forced to scrap funding adjustments for schools facing population size or geographic challenges and, instead, codify a new version of the formula that gives the state superintendent a \$3 million discretionary account to help those schools on an as-needed basis.

We are especially supportive of subjecting School Community Councils to evaluation. SCC's are powerful groups at the individual school level, the primary decision-making body regarding school policy. A school's financial plan must be vetted by the school's SCC, for instance, and any exceptions to the HSTA-BOE master agreement that a school might seek—regarding bell schedules or the school calendar, for example—must also be approved by the SCC. Unfortunately, teachers are

caught in a feedback loop that may prevent their voices from being heard, particularly with regard to school-based budgeting. If a financial proposal is offered to the SCC by school administration—say, terminating assignments in one department to add assignments in another—but teachers reject the proposal, they must currently appeal to escalating levels of administration, including the complex area superintendent and superintendent of schools. Yet, the CAS and state superintendent are unlikely to overrule school administrators and SCC's. On the contrary, they often work in tandem with one another. Thus, teachers are left without an independent outlet for reviewing their concerns, aside from the HSTA grievance process in the case of contractual violations.

Disenfranchised educators are one of the most severe unintended consequences of Act 51's implementation. We strongly support efforts to assess this, and other, effects of the reform and will happily engage with the department and board as they conduct their review. Thank you for the opportunity to testify in support of this resolution.



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Legislative Director

**TESTIMONY FOR SENATE CONCURRENT RESOLUTION 121/SENATE
RESOLUTION 61, SENATE DRAFT 1, RELATING TO ACT 51**

**House Committee on Education
Hon. Roy M. Takumi, Chair
Hon. Della Au Belatti, Vice Chair**

**Friday, April 20, 2012, 3:00 PM
State Capitol, Conference Room 329**

Honorable Chair Takumi and committee members:

I am Kris Coffield, representing the IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 150 local members. On behalf of our members, we offer this testimony in support of SCR 121/SR 61, SD 1, relating to evaluating Act 51.

When the Reinventing Education Act of 2004 was passed into law, it heralded big promises for local schools, including more equal funding, increased access to educational resources and classroom materials, greater community involvement in school governance, and streamlined accountability. Nearly eight years after the measure was signed into law, however, its proposals remain a mixed success, at best. Act 51's primary funding reform—introduction of a weighted student formula—has been mired in controversy since its inception, largely because of its adverse impact on schools with small population sizes or geographical isolation. Concerns have been mitigated, somewhat, by the adoption of a \$3 million discretionary fund, operated by the Department of Education, to address such schools' needs, but the problem of resource inequality lingers. Similarly, accountability reforms, such as the creation of School Community Councils, been a boon to communally supported schools seeking innovative curriculum or calendar changes, but a boondoggle to teachers and administrators at schools that have persistently had trouble garnering stakeholder involvement. At a time when many schools are seeking Board of Education

waivers to pilot new programs, bell schedules, and achievement measures, it is imperative that schools have the flexibility and tools to coordinate with all impacted parties. Lawmakers will only know the extent of existing resource shortages if a comprehensive evaluation of Act 51's reforms is performed, resulting in suggestions for how new mandates might be augmented as we move toward a more integrated, high-stakes education system. Finally, technology is progressing at an unprecedented speed. Though enacted less than a decade ago, Act 51's proposals could not have anticipated the meteoric rise of social networking or use of computerized tablets for educational purposes. Once convened, the review called for by this resolution can, and likely will, assess how new technology might facilitate educational reforms or necessitate altogether new efficiency-related improvements.

For these reasons, the IMUAlliance wholeheartedly supports a review of Act 51's mandates and their impact upon local classrooms. Mahalo for the opportunity to testify in support of this resolution.

Sincerely,
Kris Coffield
Legislative Director
IMUAlliance



HAWAII STATE STUDENT COUNCIL
475 22ND AVENUE, RM. 211
HONOLULU, HAWAII 96816

April 19th, 2012

Bill No. SCR 121 and 61

Testimony in Support of Senate Concurrent Resolutions No. 121 and 61

Education Committee

Dear Chair Roy Takumi and Committee Members,

My name is Samantha Kubota. I am a student at Hilo High School. I am testifying in favor of the Senate Concurrent Resolutions No. 121 and No. 61 to continue keeping full time SACs in schools for the following reasons: In the State of Hawaii, there are both twelve-month and ten-month SACs. Both of these SAC positions require much dedication to the given school as well as dedication to Student Activities. Because of their dedication, some of the ten-month SACs put in their own time during school intersessions and after work hours to arrange various Student Activities without pay. Having a twelve-month SAC would greatly benefit both schools and Student Activities. Student participation and involvement would increase because the quality of Student Activity events would improve. Thus, the overall school's status quo would also prosper with greater student engagement.

Teachers at the secondary level go beyond their work level to prepare their students for college or jobs in the work force. Teachers are unable to help with Student Activities events because they are so overwhelmed with their classes. Without help from their colleagues, SACs end up taking over these events. Many times these events are consecutive and SACs must sacrifice their own personal events for the student's benefit. Unfortunately, their extra service is without additional pay.

In addition to coordinating school activities, SACs also serve as mentors for student leaders. The summer intersession is a rare window of time when these leaders aren't primarily focused on academics. If SACs are employed over the intersession, they can teach valuable leadership skills to their council members. The intersession provides an opportunity to manage time and

start planning events ahead of time.

SACs should be provided with full-time, twelve-month employment. This is a necessary step in increasing student participation and improving Student Activity events. Therefore, this bill should be passed.

Thank you for the opportunity to testify.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, April 18, 2012 6:05 PM
To: EDNtestimony
Cc: muraiz3@aol.com
Subject: Testimony for SCR121 on 4/20/2012 3:00:00 PM

Testimony for EDN 4/20/2012 3:00:00 PM SCR121

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Amy Stone Murai
Organization: Individual
E-mail: muraiz3@aol.com
Submitted on: 4/18/2012

Comments: