



STATE OF HAWAII
Executive Office on Early Learning
2759 South King Street
HONOLULU, HAWAII 96826

February 9, 2020

TO: Senator Donovan M. Dela Cruz, Chair
Senator Gilbert S.C. Keith-Agaran, Vice Chair
Senate Committee on Ways and Means

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: **Measure:** S.B. No. 2256, S.D. 1 – RELATING TO TEACHER RECRUITMENT
Hearing Date: February 11, 2020
Time: 10:40 a.m.
Location: Room 211

Bill Description: Authorizes the department of education to provide incentives to enhance the recruitment and retention of public school and public charter school teachers.

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Support the Intent

Good morning. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL supports the intent of S.B. 2256, S.D. 1.

We appreciate this vehicle to incentivize the development of a pool of highly qualified educators for the state. **We respectfully request that early childhood education be included in the implementation of any recruitment and retention incentives.**

EOEL is statutorily responsible for the development of the State's early childhood system that shall ensure a spectrum of *high-quality* development and learning opportunities for children throughout the state, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children.

An early learning program that is not high-quality is linked to inappropriate referrals to special education, which will end up costing the State more.

An early learning program that is not high-quality is linked to suspensions and expulsions of children, which are linked to adverse educational and life outcomes. However, the rate at which children are expelled from state-funded preschool across the nation is alarming – a rate more than three times that of their peers in kindergarten through grade 12. (We note that there have been no suspensions or expulsions in the EOEL Public Prekindergarten Program to date.)

When young children are placed in programs that are not high-quality, we risk setting them on a negative trajectory – opposite of the positive outcomes that research has shown are associated only with high-quality early learning programs.

This is why one of our nation's foremost experts on early learning says, "Expansion of public pre-k is only a worthwhile public investment if children receive a high-quality education" (W. Steven Barnett, Ph.D., Senior Co-Director, National Institute for Early Education Research).

In our work to increase access to high-quality early learning, we have made workforce development one of our highest priorities.

One of the most fundamental components of high-quality early learning is a qualified educator. The Institute of Medicine and National Resource Center for Health and Safety in Child Care and Early Education recognize that "(t)eachers with at least a bachelor's degree are more likely to aptly approach instruction – they are more sensitive, less punitive, and more engaged." This is key because "(t) here is general agreement among experts in the field of child development that the quality of classroom interactions between teacher and child contributes substantially to children's learning and development." (Bowman, Donovan, & Burns, 2001).

It is precisely during the earliest years before brain development is largely complete (before kindergarten), and particularly for those who come from disadvantaged backgrounds – the priority population for the EOEL Public Pre-K Program – that our children need the best teachers. It is critical to promote equity.

Unfortunately, we are grappling with a severely limited workforce of qualified early childhood educators (i.e., those with coursework and background in early childhood, and supported with ongoing professional development, who research shows are most effective). Even as the EOEL Public Pre-K Program stands now with just over 40 classrooms across the state, we have difficulty recruiting and turnover is high. This can be attributed in part to the fact that over half of the teachers in the EOEL Public Pre-K Program have not completed coursework in early childhood education, and to assumptions about pre-K teaching that are inconsistent with the knowledge and competencies required of teachers in settings for preschool-aged children.

Unqualified teaching staff do not have the requisite understanding to support preschoolers and families living in difficult circumstances. When vulnerable children encounter teachers who are unprepared to support their developmental needs, what may result are increased instances of stress-induced behavior problems, inappropriate referrals to special education, and suspensions or expulsions ... all of which may incur high costs to the State.

Thank you for your consideration, and for the opportunity to testify on this bill.

LATE

Written Only

DAVID Y. IGE
GOVERNOR



DR. CHRISTINA M. KISHIMOTO
SUPERINTENDENT

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

Date: 02/11/2020

Time: 10:40 AM

Location: 211

Committee: Senate Ways and Means

Department: Education

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

Title of Bill: SB 2256, SD1 RELATING TO TEACHER RECRUITMENT.

Purpose of Bill: Authorizes the department of education to provide incentives to enhance the recruitment and retention of public school and public charter school teachers. (SD1)

Department's Position:

The Department of Education (Department) supports SB 2256, SD 1, which authorizes the Department to provide incentives to enhance the recruitment and retention of public school teachers, provided its passage does not replace or adversely impact the priorities as indicated in our Board of Education approved budget.

SB 2256, SD 1 clarifies the Department's authority to provide incentives and allows for better planning and implementation when such incentives are being considered. In addition, SB 2256, SD 1 aligns with Goal 2 of the Department's Strategic Plan of focusing on increasing the pipeline of new teachers entering the education profession and increasing teacher retention rates. Lastly, it will help the Department deliver on its 2030 Promise Plan by ensuring Hawaii's students have qualified teachers in schools providing an environment that promotes equity, excellence and innovation.

However, the Department suggests the following amendments for this Committee's consideration:

Change Section 1, lines 5 through 8 to reflect the following:

"The department, subject to the availability of funds, may provide monetary or other incentives to enhance the recruitment and retention of public school ~~teachers~~ and ~~public charter school teachers~~ Likewise, the Hawaii state public charter school commission, subject to the availability of funds, may provide monetary incentives to enhance the recruitment and retention of public

charter school teachers.”

Change Section 1, lines 10 through 12 to reflect the following:

“The department and the Hawaii state public charter school commission may adopt rules pursuant to chapter 91 necessary for the purposes of this section.”

These amendments would better align with the purpose of this bill in that both the Department and the Hawaii Public Charter School Commission would be able to provide incentives to teachers working in schools falling under their respective jurisdictions.

Thank you for the opportunity to provide testimony on this measure.

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.



KAMEHAMEHA SCHOOLS®

Senate Committee on Ways and Means

Time: 10:40 a.m.

Date: February 11, 2020

Where: Conference Room 211

TESTIMONY

By Ka'ano'i Walk

Kamehameha Schools

RE: **SB 2256, SD1, Relating to Teacher Recruitment**

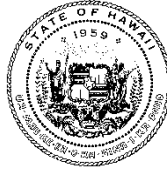
E ka Luna Ho'omalua Dela Cruz, ka Hope Luna Ho'omalua Keith-Agaran, a me nā Lālā o ke Kōmike o nā Loa'a a me nā Ho'olilo o ka 'Aha Kenekoa! My name is Ka'ano'i Walk, the Senior Policy Analyst for Kamehameha Schools.

Kamehameha Schools is in **support** of SB 2256, SD1, which authorizes the Department of Education to provide incentives to enhance the recruitment and retention of public school teachers and public charter school teachers.

Both national and statewide data trends show an alarming shortage of teachers in many subject areas and across all levels of education. According to HSTA, there were 1,029 emergency hires and vacancies in SY18-19 in our public schools. Nearly 500 special education teaching positions are not filled by licensed teachers. For students that attend a Kula Kaiapuni, or Hawaiian language immersion program school, only 34% of teachers are qualified and licensed in Hawaiian language immersion. Furthermore, in hard-to-staff school locations, there's an overall teacher shortage in many different teaching subjects. This issue affects equitable access to quality public education for all keiki, especially our Native Hawaiian learners. We commend the creativity and determination of the legislature in assisting to recruit new educators and retain current educators in our public schools, including public charter schools.

Founded in 1887, Kamehameha Schools is an educational organization striving to restore our people through education and advance a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We believe that community success is individual success, Hawaiian culture-based education leads to academic success and local leadership drives global leadership.

'A'ohē hana nui ke alu 'ia. No task is too large when we all work together! **Please advance this measure.**



STATE OF HAWAII
HAWAII TEACHER STANDARDS BOARD
650 IWILEI ROAD, SUITE 201
HONOLULU, HAWAII 96817

February 11, 2020

TO THE SENATE COMMITTEE ON WAYS AND MEANS

TESTIMONY ON SENATE BILL 2256 SD1, RELATING TO TEACHER RECRUITMENT

SUBMITTED BY LYNN HAMMONDS FOR THE HAWAII TEACHER STANDARDS BOARD

Chair Dela Cruz, Vice Chair Keith-Agaran, and Members of the Senate Committee on Ways and Means:

The Hawaii Teacher Standards Board (HTSB) **supports** SB 2256 SD1 to provide incentives to enhance the recruitment and retention of public school teachers. Housing and relocation incentives, salary differentials, and bonuses will encourage the successful recruitment and retention of teachers.

The HTSB also thanks the Senate Committees for adding public charter school teachers to this important bill in its SD1 form, so that Hawaii charter schools are also authorized to offer these incentives, as their funds allow, so that all Hawaii public school children and teachers may benefit.

The HTSB thanks the Senate Committee on Ways and Means for hearing this bill to support teachers.

Thank you for the opportunity to testify.



SENATE BILL 2256, SD1, RELATING TO TEACHER RECRUITMENT

FEBRUARY 11, 2020 · SENATE WAYS AND MEANS
COMMITTEE · CHAIR SEN. DONOVAN DELA CRUZ

POSITION: Support, with amendments.

RATIONALE: The Democratic Party of Hawai'i Education Caucus supports and suggests amendments for SB 2256, SD1, relating to teacher recruitment, which authorizes the Hawai'i Department of Education to provide incentives to enhance the recruitment and retention of public school teachers and school counselors employed by the HIDOE or a charter school.

Our state is currently facing a chronic teacher shortage, which undermines student learning. For the 2019-2020 school year, the HIDOE experienced a qualified teacher shortage of 973 positions, 351 of which were in the area of special education. Additionally, we continue to lose approximately 50 percent of new hires after five years, with the number of teachers exiting the teaching profession increasing by more than 80 percent since 2010.

Low teacher pay exacerbates teacher turnover. Numerous studies, including those performed annually by WalletHub.com and EdBuild, have found that Hawai'i's teacher pay ranks last in the nation when adjusted for cost of living. Moreover, a 2019 Economic Policy Institute analysis found that in the islands, teachers earn 19.1 percent lower pay than comparable college graduates.

Research also shows that as teacher pay increases, so, too, does student achievement. A Stanford University analysis found that raising teacher wages by 10 percent reduces high school dropout rates by 3 to 4 percent. Similarly, a Florida study showed that pay raises reduced teacher attrition by as much as 25 percent for hard-to-fill subject areas, with children’s learning growth gaining from prolonged exposure to more experienced educators.

Put simply, competitive compensation correlates with greater success in recruiting and retaining qualified educators. Low teacher salaries, in contrast, deter potential applicants from entering and remaining within demanding teaching fields, including special education, in which work conditions require unique professional skill sets, but are inadequately compensated. Deficient salaries particularly intensify the teacher shortage in schools that are located in hard-to-staff geographic locations, where housing options are scarce, long commute times result in elevated fuel expenses, and fewer community amenities are available.

Hawaiian language immersion schools are also disproportionately harmed by the state’s low-ranking teacher compensation. Of the department of education’s 161 Hawaiian language immersion teaching positions, only 54 are filled with qualified and licensed Hawaiian language immersion teachers. The Hawai’i State Supreme Court ruled in August of 2019 that our constitution requires the HIDOE to make “reasonable efforts” to provide students with access to Hawaiian language immersion education, making the need to attract and retain qualified and licensed Hawaiian language immersion teachers an urgent priority.

To address our school system’s teacher shortage, the HIDOE has partnered with Gov. David Ige and HSTA on a proposal to raise the pay of educators working in high-need areas. Their plan calls for pay differentials of \$10,000 a year for special education teachers, \$8,000 for Hawaiian immersion teachers, and \$3,000 to \$8,000 for teachers in hard-to-staff geographic locations, like West Hawai’i, depending on the severity of the need.

Our state must also “true up” the salaries of approximately 6,000 teachers who are being underpaid by thousands of dollars each year because they were not given step increases during periods of economic hardship. Ensuring that these teachers’ salaries correspond to the number

of years of professional service that they have accrued would provide them with \$900 to \$17,000 in additional pay annually. That kind of money might keep them in our schools, allowing good teachers to become great classroom leaders and giving students a chance to achieve their educational dreams.

That said, **we urge you to amend this measure by using it to appropriate funds for 1) the differentials proposed by the HIDOE, HSTA and Gov. Ige, and 2) step raises for teachers who are currently being underpaid.** It's simple math: if you can't afford to live in Hawai'i, you can't afford to teach in Hawai'i. To deliver the schools our keiki deserve, we must pay teachers what they're worth.

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

Committee on Ways and Means
Senator Donovan Dela Cruz, Chair
Senator Gilbert S.C. Keith-Agaran, Vice Chair

February 11, 2020

Dear Chair Dela Cruz, Vice Chair Keith-Agaran and Members of the Committee,

We **support SB2256 SD1**, authorizing the Department of Education (DOE) to provide incentives to enhance the recruitment and retention of public school and public charter schoolteachers.

HE'E Coalition supports this measure allowing the DOE to utilize a variety of incentives to recruit and retain teachers. We have a crisis in teacher retention, with only 55% of our new teachers being retained after 5 years in the 2019-2020 school year.¹ Research shows that effective teachers are the most important factor contributing to student achievement.² We appreciate all efforts to support recruitment and retention of our teachers in the state.

Hui for Excellence in Education, or "HE'E," promotes a child-centered and strength-based public education system in which families, communities and schools are valued and empowered to help every student succeed. HE'E works to bring diverse stakeholders together to harness collective energy, share resources, and identify opportunities for progressive action in education.

Thank you for the opportunity to testify. Our support represents a 75% consensus or more of our voting membership.

Sincerely,

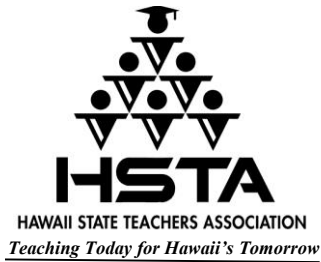
Cheri Nakamura
HE'E Coalition Director

¹Hawaiipublicschools.org, Strategic Plan Dynamic Report: Teacher Retention

²Ernweb.com, "Effective teachers are the most important factor contributing to student achievement," Published in ERN September 2003
Volume 16 Number 6



Academy 21
After-School All-Stars Hawai'i
Alliance for Place Based Learning
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
*Education Institute of Hawai'i
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
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
Punahou School PUEO Program
*Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education
YMCA of Honolulu
Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



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Vice President

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Wilbert Holck
Executive Director

TESTIMONY BEFORE THE SENATE COMMITTEE ON WAY & MEANS

RE: SB 2256, SD1 - RELATING TO TEACHER RECRUITMENT

TUESDAY, FEBRUARY 11, 2020

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Dela Cruz, and Members of the Committee:

The Hawaii State Teachers Association **supports SB 2256, SD1**, relating to teacher recruitment. This bill authorizes the department of education to provide incentives to enhance the recruitment and retention of public school and public charter school teachers.

Currently, only 53 percent of teachers remain in the Hawaii DOE for five years or more. In addition, about 1,000 long-term substitutes and emergency hires filling vacancies in classrooms are not graduates of a state-approved teacher education program. In fact, some of those subs and emergency hires are not even college graduates.

A study performed by Stanford sociologist Sean Reardon found that the “rich-poor gap” in math and reading test scores is roughly 40 percent larger now than it was 30 years ago. Given the chronic resource shortages, teacher turnover, demographic inequalities, and low pay experienced by educators working in high-need and economically impaired areas, it is imperative that policymakers take steps to incentivize the pursuit of professional excellence and help retain our quality educators, without whom scholastic progress may be jeopardized.

The need for tenured licensed quality educators is, perhaps, most apparent in charter schools, which often serve impoverished or minority communities. Twenty-three of our state’s charter schools are classified as Title I, meaning that they serve low-income communities. Attracting and retaining top-flight educators at these schools requires a variety of creative incentives.

The Hawaii State Teachers Association asks your committee to **support** this bill.

TO: Senator Donovan M. Dela Cruz, Chair
Senator Gilbert S.C. Keith-Agaran, Vice Chair
Senate Committee on Ways and Means

FROM: Robert G. Peters, Chair
Early Learning Board

SUBJECT: **Measure:** S.B. No. 2256, S.D. 1 – RELATING TO TEACHER RECRUITMENT
Hearing Date: February 11, 2020
Time: 10:40 a.m.
Location: Room 211

Bill Description: Authorizes the department of education to provide incentives to enhance the recruitment and retention of public school and public charter school teachers.

EXECUTIVE OFFICE ON EARLY LEARNING’S POSITION: Support the intent

I am Robert G. Peters, Chair of the Early Learning Board (ELB). Thank you for this opportunity to offer comments on behalf of the ELB related to S.B. No. 2256, S.D. 1.

Through Act 202, Session Laws of Hawaii 2017, ELB transitioned from an advisory to a governing board for the Executive Office on Early Learning (EOEL) and is charged with formulating statewide policy relating to early learning. We are composed of members from across the early childhood field, in both the public and private sectors.

ELB’s mission is to support children’s academic and lifelong well-being by directing and supporting the EOEL for an effective, coordinated, high-quality early learning system from prenatal to kindergarten entry. EOEL is statutorily responsible for the development of the State’s early childhood system that shall ensure a spectrum of high-quality development and learning opportunities for children throughout the state, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children

The ELB appreciates this vehicle to incentivize the development of a pool of highly qualified educators for the state. We respectfully request that early childhood education be included in the implementation of any recruitment and retention incentives.

EOEL is statutorily responsible for the development of the State’s early childhood system that shall ensure a spectrum of *high-quality* development and learning opportunities for children throughout the state, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children.

The ELB has supported the work of the EOEL to increase access to high-quality early learning and we have made workforce development one of our highest priorities. An early learning program that is not high-quality is linked to inappropriate referrals to special education, which will end up costing the State more.

One of the most fundamental components of high-quality early learning is a qualified educator. The Institute of Medicine and National Resource Center for Health and Safety in Child Care and Early Education recognize that “(t)eachers with at least a bachelor’s degree are more likely to aptly approach instruction – they are more sensitive, less punitive, and more engaged.” This is key because “(t) here is general agreement among experts in the field of child development that the quality of classroom interactions between teacher and child contributes substantially to children’s learning and development.” (Bowman, Donovan, & Burns, 2001).

It is precisely during the earliest years before brain development is largely complete (before kindergarten), and particularly for those who come from disadvantaged backgrounds – the priority population for the EOEL Public Pre-K Program – that our children need the best teachers. It is critical to promote equity.

Unfortunately, we are grappling with a severely limited workforce of qualified early childhood educators (i.e., those with coursework and background in early childhood, and supported with ongoing professional development, who research shows are most effective). Even as the EOEL Public Pre-K Program stands now with just over 40 classrooms across the state, we have difficulty recruiting and turnover is high. This can be attributed in part to the fact that over half of the teachers in the EOEL Public Pre-K Program have not completed coursework in early childhood education, and to assumptions about pre-K teaching that are inconsistent with the knowledge and competencies required of teachers in settings for preschool-aged children.

Unqualified teaching staff do not have the requisite understanding to support preschoolers and families living in difficult circumstances. When vulnerable children encounter teachers who are unprepared to support their developmental needs, what may result are increased instances of stress-induced behavior problems, inappropriate referrals to special education, and suspensions or expulsions ... all of which may incur high costs to the State.

Thank you for your consideration, and for the opportunity to testify on this bill.

To: Committee on Ways and Means
Committee Chair Senator Donovan M. Dela Cruz
Committee Vice Chair Senator Gilbert S.C. Keith-Agaran

Date: February 11, 2020

RE: **Support for SB 2256 SD1; Relating to Teacher Recruitment**

The Early Childhood Action Strategy (ECAS) is a statewide public-private collaborative designed to improve the system of care for Hawai'i's youngest children and their families. ECAS brings together government and non-governmental organizations to align priorities for children prenatal to age eight, streamline services, maximize resources, and improve programs to support our youngest keiki. The Early Childhood Action Strategy (ECAS) is a statewide public-private collaborative designed to improve the system of care for Hawai'i's youngest children and their families. ECAS partners are working to align priorities for children prenatal to age eight, streamline services, maximize resources, and improve programs to support our youngest keiki. ECAS supports SB 2256 SD 1 with recommendations for amendments.

We appreciate this vehicle to incentivize the development of a pool of highly qualified educators for the state. **We respectfully request that early childhood education be included in the implementation of any recruitment and retention incentives.**

Unfortunately, we are grappling with a severely limited workforce of qualified early childhood educators (i.e., those with coursework and background in early childhood, and supported with ongoing professional development, who research shows are most effective). Even as the EOEL Public Pre-K Program stands now with just over 40 classrooms across the state, we have difficulty recruiting and turnover is high. Private child care facilities also have difficulty with recruitment and retention with many reporting they have long waitlists and although would like to expand, they currently do not have adequately staffing to do so.

We respectfully urge the committee to support SB 2256 SD1 with the recommended addition and mahalo for the opportunity to provide testimony.