



DEPT. COMM. NO. 5

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

OFFICE OF HUMAN RESOURCES

September 25, 2009

To: Hawaii State Legislature

From: Kerry Tom, Personnel Specialist *KT*
Department of Education – Office of Human Resources

Subject: Annual Employment Report 2008 – 2009

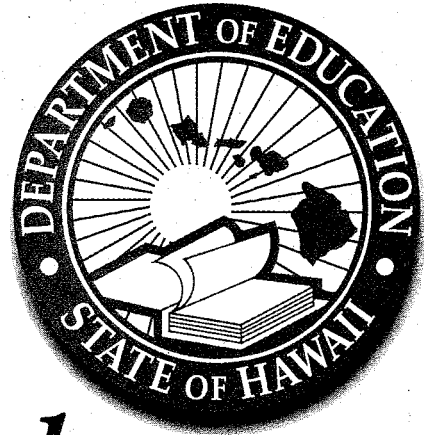
The Department of Education is happy to provide limited copies of the Employment Report for perusal by interested stakeholders.

The annual Employment Report is a summary of employment figures and characteristics of newly-hired teachers and classified support services personnel in the Hawaii State Department of Education. This report includes data for the 2008-2009 school year as well as data from prior years for comparison purposes.

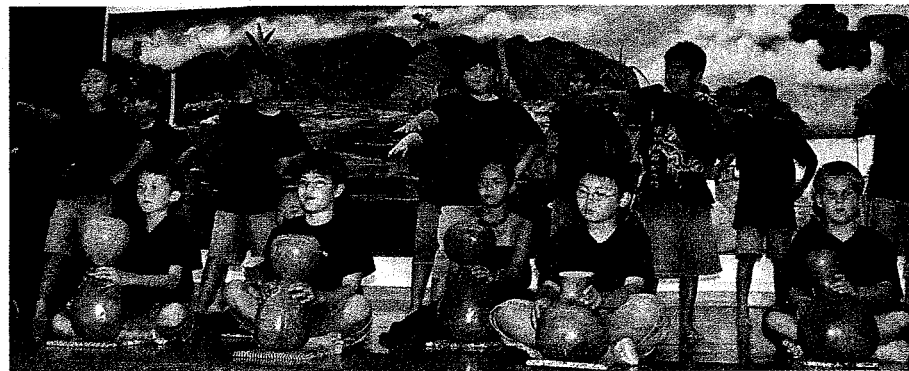
Please distribute a copy to the members of the Senate and the House of Representative.

For additional copies or information, please contact:

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Annual Employment Report— 2008-2009





**The Honorable Linda Lingle
Governor, State of Hawaii**

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Message from the Superintendent



The annual Employment Report is a summary of employment figures and characteristics of newly-hired teachers and classified support services personnel in the Hawaii State Department of Education. This report includes data for the 2008-2009 school year as well as data from prior years for comparison purposes.

The Department of Education strives to improve the quality of our public schools by hiring qualified professionals. To achieve this result, our Office of Human Resources has implemented cyclical and year-round recruitment activities to maintain a viable pool of eligible applicants to fill school vacancies.

Meeting the teacher and support service needs of our public schools through expanded recruitment efforts and incentives will result in greater system efficiencies, productivity, and student achievement.

A handwritten signature of Patricia Hamamoto in cursive script.

Patricia Hamamoto
Superintendent

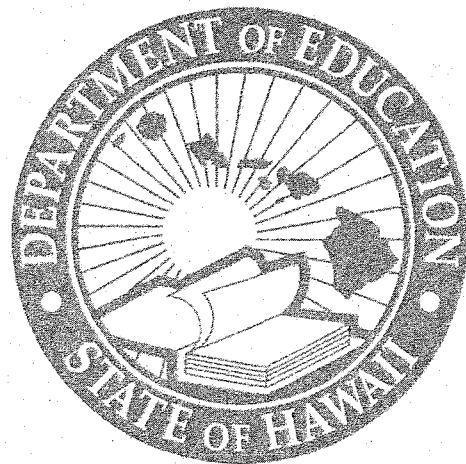


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Section 1 – Teachers and other Certificated Staff

Introduction

Factors Affecting Teacher Vacancies

The primary reasons for teacher vacancies are retirements, resignations, long-term leaves of absence, student enrollment increases, and new educational programs at schools. A nationwide teacher shortage also is expected for the remainder of the decade due to retirements of “baby boom” teachers, the new federal mandates, and the decrease of college students entering the teaching profession. Therefore, it is expected that recruitment for teachers will be more competitive in all teaching fields.

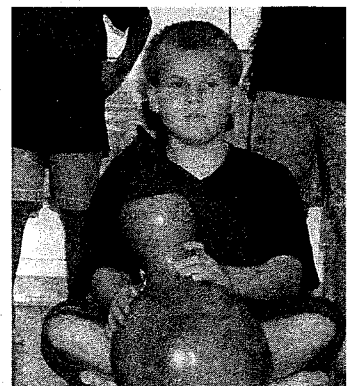
Additionally, the need to provide appropriate special education services to students continues to have a significant impact on the Department. There has been an increasing need for special education teachers and other related support personnel in our schools.

Finally, the federal No Child Left Behind Act continues to significantly affect the increased need for highly qualified teachers in all teaching fields. The Department needs to recruit teachers who meet enhanced Hawaii licensing requirements in order to comply with NCLB.

Supply & Demand Factors

The Department hired 1,328 teachers during the 2008-2009 school year for various subject areas. The need for special education and math teachers has remained constant. The Department has implemented various strategies to meet the increased demand for these types of teachers including:

1. Recruitment of teachers from Hawaii universities;
2. Targeted out-of-state recruitment at selected fairs, mainland colleges, and hub cities;
3. Continuation of alternative teacher education programs, such as Alternative Route to Licensure in Special Education (ARLISE), and Bachelor of Arts in Special Education (BASE); a partnership teacher education program with City University of Seattle;
4. Contract with recruitment firms (Teachers-Teachers.com, Teach for America);
5. Web-based recruitment through TopSchoolJobs and selected mainland college career services/recruitment sites;
6. Troops to Teachers; and
7. Teach for America.



The Alternative Route to Licensure in Special Education prepared 35 teachers in 2008-2009.

Thirty-nine special education, math, and science teachers were referred and hired from Teachers-Teachers.com in 2008-2009.

Ten teachers were hired under the Troops to Teachers Program in 2008-2009.

Finally, the Teach for America Program is an ongoing partnership with the Department of Education. Teach for America recruits outstanding recent college graduates of all academic majors who commit two years to teach in urban and rural public schools and become leaders in the effort to expand educational opportunity. The Department of Education hired 53 Teach for America teachers in 2008-2009.

Table I – Number Of New Teachers By Month Of Hire

Month	2004-05	2005-06	2006-07	2007-08	2008-09
June	4	4	4	2	3
July	526	568	952	873	795
August	531	501	155	160	104
September	126	114	83	64	84
October	105	92	97	79	88
November	66	50	42	55	39
December	27	24	17	24	22
January	202	174	169	138	117
February	64	40	56	45	40
March	45	22	40	22	35
April	2	0	1	1	1
Total	1,698	1,589	1,616	1,463	1,328

This table shows the number of new teacher employees hired monthly. The data include all new elementary, secondary, and special education teachers, school librarians, and school counselors.

Table II – Number Of New Teachers Employed Each Year

Year	Total Employed As of September 30	Total Employed From October to June	Grand Total Employed For Each Year Since 2004-2005
2004-05	1,187	511	1,698
2005-06	1,187	402	1,589
2006-07	1,194	422	1,616
2007-08	1,099	364	1,463
2008-09	986	342	1,328

This table shows the number of new teachers employed since the 2004-05 school year.

Table III – Residency Status Of Newly Employed Teachers

Status	School Year									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Resident	1,321	77.8%	1,241	78.1%	1,216	75.2%	1,106	75.6%	1,019	76.7%
Non-Resident	377	22.2%	348	21.9%	400	24.8%	357	24.4%	309	23.3%

This table shows the residence status of new teachers. The resident category includes returning and new State residents.

Table IV- In-State and Out-Of-State College Degrees

College	School Year									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Brigham Young University - Hawaii	44	2.6%	32	2.0%	43	2.7%	36	2.5%	25	1.9%
Chaminade University	68	4.0%	99	6.2%	99	6.1%	87	5.9%	87	6.6%
Hawaii Pacific University	13	0.8%	7	0.4%	17	1.1%	13	0.9%	15	1.1%
University of Hawaii - Hilo	89	5.2%	64	4.0%	84	5.2%	58	4.0%	49	3.7%
University of Hawaii - Manoa	418	24.6%	344	21.6%	379	23.5%	341	23.3%	340	25.6%
University of Hawaii - West Oahu	16	0.9%	13	0.8%	10	0.6%	7	0.5%	7	0.5%
University of Phoenix - Hawaii	79	4.7%	67	4.2%	66	4.1%	48	3.3%	53	4.0%
Gonzaga University - Hawaii			2	0.1%			2	0.1%		
City University of Seattle - Hawaii					6	0.4%	18	1.2%	15	1.1%
UH-Hilo - Kahuawaiola TEP*							1	0.1%	4	0.3%
Total of In-state College Degrees	727	42.8%	628	39.3%	704	43.6%	611	41.8%	595	44.8%
Total of Out-of-state College Degrees	966	56.9%	957	60.3%	907	56.1%	843	57.6%	733	55.2%
Total of Missing Colleges	5	0.3%	4	0.4%	5	0.3%	9	0.6%		
Total	1,698		1,589		1,616		1,463		1,328	

This table shows the number of new teachers hired with degrees from in-state and out-of-state colleges and universities. The number of teachers hired with degrees from mainland colleges and universities include returning Hawaii residents who graduated from out-of-state colleges and universities, and new Hawaii residents who recently relocated to Hawaii. Teachers without degrees, ROTC instructors without degrees, or public charter school teachers without degrees are included in the category of missing colleges.

The employed teachers data in this report does not include teachers who are employed as emergency hires prior to program completion.

*The UH-Hilo - Kahuawaiola TEP program produces graduates once every two years.

Table V - Gender and Grade-Level Assignments

Elementary Teacher Gender by Amount/Percentage										
Gender	School Year									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Male	98	13.3%	99	13.2%	107	13.9%	104	14.6%	87	14.0%
Female	637	86.7%	651	86.8%	663	86.1%	608	85.4%	534	86.0%

Secondary Teacher Gender by Amount/Percentage										
Gender	School Year									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Male	333	38.1%	309	37.8%	335	41.1%	284	39.9%	258	38.7%
Female	542	61.9%	508	62.2%	481	58.9%	427	60.1%	409	61.3%

K-12* Teacher Gender by Amount/Percentage										
Gender	School Year									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Male	23	26.1%	7	31.8%	8	26.7%	15	37.5%	16	40.0%
Female	65	73.9%	15	68.2%	22	73.3%	25	62.5%	24	60.0%

*K-12 refers to those teachers in state and district resource teacher positions.

This table shows the gender of new teachers.

Table VI - Age and Grade-Level Assignments

Teacher Age - Elementary by Amount/Percentage										
Age	School Year									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
21-25	163	22.2%	178	23.7%	198	25.7%	183	25.7%	166	26.7%
26-30	196	26.7%	222	29.6%	200	26.0%	181	25.4%	174	28.0%
31-35	95	12.9%	107	14.3%	102	13.2%	98	13.8%	79	12.7%
36-40	72	9.8%	59	7.9%	72	9.4%	66	9.3%	62	10.0%
41-45	57	7.8%	53	7.1%	70	9.1%	50	7.0%	47	7.6%
46-50	52	7.1%	45	6.0%	50	6.5%	46	6.5%	38	6.1%
51-55	39	5.3%	43	5.7%	43	5.6%	36	5.1%	26	4.2%
56-60	43	5.9%	31	4.1%	24	3.1%	37	5.2%	17	2.7%
61-65	13	1.8%	6	0.8%	7	0.9%	11	1.5%	8	1.3%
66+	5	0.7%	6	0.8%	4	0.5%	4	0.6%	4	0.6%

Teacher Age - Secondary by Amount/Percentage										
Age	School Year									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
21-25	152	17.4%	148	18.1%	170	20.8%	147	20.7%	137	20.5%
26-30	227	25.9%	237	29.0%	222	27.2%	208	29.3%	178	26.7%
31-35	147	16.8%	121	14.8%	126	15.4%	116	16.3%	107	16.0%
36-40	84	9.6%	74	9.1%	79	9.7%	80	11.3%	61	9.1%
41-45	73	8.3%	68	8.3%	47	5.8%	55	7.7%	52	7.8%
46-50	61	7.0%	58	7.1%	50	6.1%	35	4.9%	45	6.7%
51-55	67	7.7%	51	6.2%	49	6.0%	28	3.9%	35	5.2%
56-60	44	5.0%	36	4.4%	53	6.5%	24	3.4%	29	4.3%
61-65	19	2.2%	19	2.3%	14	1.7%	15	2.1%	14	2.1%
66+	1	0.1%	5	0.6%	6	0.7%	3	0.4%	9	1.3%

Teacher Age - K-12 by Amount/Percentage										
Age	School Year									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
21-25	8	9.1%	1	4.5%	4	13.3%	1	2.5%	6	15.0%
26-30	19	21.6%	6	27.3%	7	23.3%	7	17.5%	9	22.5%
31-35	11	12.5%	2	9.1%	5	16.7%	12	30.0%	7	17.5%
36-40	9	10.2%	3	13.6%	3	10.0%	7	17.5%	1	2.5%
41-45	10	11.4%	1	4.5%	3	10.0%	2	5.0%	2	5.0%
46-50	8	9.1%	2	9.1%	2	6.7%	3	7.5%	2	5.0%
51-55	10	11.4%	4	18.2%	2	6.7%	0	0.0%	2	5.0%
56-60	9	10.2%	1	4.5%	3	10.0%	2	5.0%	6	15.0%
61-65	3	3.4%	1	4.5%	1	3.3%	5	12.5%	4	10.0%
66+	1	1.1%	1	4.5%	0	0.0%	1	2.5%	1	2.5%

This table shows the age of new teachers hired.

Table VII - Degree Status Of Newly Employed Teachers

Type	School Year									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Bachelor	1,246	73.3%	1,195	75.3%	1,181	73.2%	1,069	73.1%	989	74.5%
BA & 5th year	154	9.1%	135	8.5%	164	10.1%	142	9.7%	112	8.4%
Master	254	15.0%	223	14.0%	254	15.7%	225	15.4%	192	14.5%
Ph.D.	3	0.2%	2	0.1%	4	0.2%	3	0.2%	3	0.2%
Other	41	2.4%	34	2.1%	13	0.8%	24	1.6%	32	2.4%

This table shows the types of degrees earned by new teachers. The "Other" category includes teachers pending official verification, clarification or confirmation of degrees conferred. The "Other" category also includes teachers without degrees, ROTC instructors without degrees, and public charter school teachers without degrees.

Table VIII - Previous Teaching Experience

Years of Experience	School Year									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
None	1,226	72.2%	1,130	71.0%	1,141	70.5%	1,043	71.3%	942	70.8%
1	93	5.5%	120	7.5%	118	7.2%	99	6.8%	77	5.8%
2	70	4.1%	63	3.9%	77	4.8%	66	4.5%	58	4.4%
3	58	3.4%	49	3.1%	58	3.6%	49	3.3%	57	4.3%
4	47	2.8%	44	2.8%	57	3.5%	37	2.5%	45	3.4%
5	29	1.7%	39	2.5%	30	1.9%	32	2.2%	26	2.0%
6	21	1.2%	28	1.8%	17	1.1%	23	1.6%	17	1.3%
7	31	1.8%	22	1.4%	17	1.1%	17	1.2%	20	1.5%
8	18	1.1%	24	1.5%	17	1.1%	14	1.0%	16	1.2%
9	16	0.9%	13	0.8%	9	0.6%	15	1.0%	11	0.8%
10	15	0.9%	8	0.5%	10	0.6%	11	0.8%	9	0.7%
11	15	0.9%	9	0.6%	7	0.4%	10	0.7%	5	0.4%
12	6	0.4%	4	0.3%	8	0.5%	9	0.6%	2	0.2%
13+	53	3.1%	36	2.3%	50	3.1%	38	2.6%	43	3.2%

This table shows previous teaching experiences of new teachers.

Table IX – Placement Of Newly Employed Teachers By District

District	School Year									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
State Office	11	0.6%	8	0.5%	5	0.3%	7	0.5%	2	0.2%
Honolulu	255	15.0%	220	13.9%	209	13.0%	159	11.0%	166	12.4%
Central	273	16.1%	255	16.1%	248	15.3%	252	17.2%	228	17.2%
Leeward	360	21.2%	392	24.7%	384	23.8%	360	24.6%	298	22.4%
Windward	185	10.9%	143	9.0%	172	10.6%	144	9.8%	100	7.5%
Hawaii	251	14.8%	223	14.0%	246	15.2%	214	14.6%	168	12.7%
Maui	182	10.7%	180	11.3%	174	10.8%	163	11.1%	188	14.2%
Kauai	86	5.1%	83	5.2%	88	5.4%	87	5.9%	72	5.4%
Charter Schools	95	5.6%	85	5.3%	90	5.6%	77	5.3%	106	8.0%

This table shows the district placement of new teachers for the past five school years.

Table X – Placement of Newly Employed Teachers

Subject	TOTAL - ELEMENTARY				
	School Year				
	2004-05	2005-06	2006-07	2007-08	2008-09
Grade K	63	64	60	68	55
Grade 1	65	59	75	46	51
Grade 2	72	65	56	56	45
Grade 3	50	30	78	47	44
K-3	9	26	13	16	27
Grade 4	59	46	52	54	35
Grade 5	51	36	55	57	41
Grade 6	41	34	33	30	15
4-6	24	29	20	11	16
Language Arts		1	2	1	
Reading	11	10	7	10	2
English			2	4	
TESL	11	14	4	10	4
Social Studies	1		1	2	
Hawn-Soc St			1		
Hawn-Immers	1		5	2	1
Hawn-Language					1
Hawn-Misc	1	1		1	1
Computer	8	8	4	2	8
Art	2	1	1	1	
Japanese			1		1
Spanish	1				
Math	4	2	11	4	2
Music	1		1	2	1
Band	2				
PE	5	2	1	3	3
Sp Mot				1	
Health SFY			2		
IBS		1			
Science	3	2	1		1
Librarian	7	5	6	11	6
Media Sp				1	
Counselor	32	34	26	19	19
Guidance	4		4	6	
Pre Spcl	24	26	8	27	11
LD	142	214	207	181	180
Hdcp Vis	1				
Hdcp Hrg	2	4			
Hdcp Mlp	6	1	1		
Gift/Talent	3	4	1	1	1
Charter School	26	32	30	36	51
Stud Svc Crd	3	1	2	2	1
Total	735	752	771	712	623

(continued)

Placement Of Newly Employed Teachers By Assignment

TOTAL - SECONDARY & K-12					
Subject	School Year				
	2004-05	2005-06	2006-07	2007-08	2008-09
Language Arts	11	12	7	13	10
Reading	8	5	1	3	1
English	99	105	88	86	82
TESL	24	7	10	8	9
Drama	1	1		1	1
Speech	1				
Social Studies	70	53	63	47	46
Hawn-Immers		1	5	2	1
Hawn-Language	1		5	3	2
Hawn-Misc	1	2	3		1
Hawn-ss	2	2			1
Computer	16	10	7	8	8
Agri-art	4	1	2	2	2
Agr Voc				1	
Art	17	14	11	10	8
Bus Education	8	3	5	4	3
Home Ec	7	6	7	4	1
Voc Home Ec				3	1
Ind Arts	3	5	5	3	5
IA Auto	3	3	1	7	2
IA Electronics	1	1	1	1	
IA Woods		1		2	1
Graphics	1	1		2	
French	2	1		1	1
Japanese	8	4	5	7	4
Spanish	15	13	12	14	7
Math	98	123	126	123	114
Music	3	2	6	6	2
Band	4	6	3	5	7
Chorus	1	2			1
Dance					1
PE	19	14	14	13	22
Sp Mot	16	12	17	11	6
SAC	5	1	2		1
Health SFY	6	5	8	6	3
IBS		1	1		
Science	93	77	94	71	49
Biology	3	1	2	1	
Chemistry	4	2	3	1	
Physical Science	1	2	1		2
Physics	1	1	3		

(continued)

Placement Of Newly Employed Teachers By Assignment

TOTAL - SECONDARY & K-12					
Subject	School Year				
	2004-05	2005-06	2006-07	2007-08	2008-09
ROTC	7	9	5	5	2
Librarian	18	5	7		3
Media Sp	1	3	3		3
Counselor	42	45	30	23	30
Guidance	20	10	12	11	8
LD	244	207	217	192	192
EH	3				
Hdcp Vis		2		3	
Hdcp Hrg	4	1	3	4	1
Hdcp Mlp	3	1	3		
Charter School	57	48	43	41	55
Stud Svc Crd	4	6	3	3	3
Other	3		1		3
Total	963	837	845	751	705

<i>Legend to select abbreviations:</i>			
EH	Emotional Handicap	LD	Learning Disabled
Hdcp Hrg	Hearing Handicap	PE	Physical Education
Hdcp Mlp	Multiple Handicap	Pre Spcl	Preschool Special Education
Hdcp Vis	Visually Handicap	SAC	School Activities Coordinator
IBS	Intensive Basic Skills	Stud Svc Crd	Student Services Coordinator

This table shows the placement of new teachers by position assignment.

Table XI - Newly Employed Teachers By District

DISTRICT	TENURED	PROB	TEMP-V	TEMP-W	TEMP-5	TEMP-R	TEMP-S	TEMP-T	
LICENSURE STATUS	LICENSED			EMERGENCY HIRE		LICENSED/ EMERGENCY HIRE	EMERGENCY HIRE		TOTAL
HONOLULU	4	92	1	34	31	2	0	2	166
CENTRAL	9	109	6	53	34	0	0	17	228
LEEWARD	7	104	4	103	46	0	0	34	298
WINDWARD	8	29	3	28	32	0	0	0	100
HAWAII	5	64	4	65	28	2	0	0	168
MAUI	8	54	5	82	37	2	0	0	188
KAUAI	2	29	3	32	4	2	0	0	72
STATE	0	1	0	1	0	0	0	0	2
PCS	0	0	0	0	0	0	106	0	106
TOTAL	43	482	26	398	212	8	106	53	1,328

This table shows the number of teachers hired by appointment codes.

Tenured: Former tenured teachers returning to employment.

Prob: Licensed teachers earning probationary credit.

Temp-V: Licensed teachers who are employed outside of their area of preparation in special education, school counseling, or school library services.

Temp-W: Teachers who have completed a teacher education program but have not completed all PRAXIS examinations.

Temp-5: Teachers who have not completed a teacher education program.

Temp-R: Teachers who are in 50% or 100% positions and are retired and licensed.

Temp-S: Teachers employed in a public charter school.

Temp-T: Teachers who have not completed a teacher education program and are currently in the Teach for America Program.

Licensed teachers have completed a State-Approved Teacher Education program that included student teaching, plus all required PRAXIS examinations. Licensed teachers also include teachers with professional certificates and met one or more of the following: 1) successful completion of a State-Approved 5th Year Graduate Teacher Education Program, 2) successful completion of a State-Approved Graduate Teacher Education Program or 3) master's degree related to the area of preparation or teaching assignment. Licensed teachers also include retired teachers hired by the Department.

After July 1, 2003, the Hawaii Teacher Standards Board issued licenses and the Department no longer issued credentials. An emergency hire is a teacher who either has not completed a teacher education program or has completed a teacher education program but not all required PRAXIS examinations.

Table XII - Cumulative Employment Status By School Year

EMPLOYMENT STATUS	LICENSURE STATUS	SCHOOL YEAR							
		2005-06		2006-07		2007-08		2008-09	
		Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
TENURED	LICENSED	42	2.6%	29	1.8%	43	2.9%	43	3.2%
PROBATIONARY	LICENSED	502	31.6%	505	31.3%	504	34.4%	482	36.3%
TEMP-V	LICENSED	16	1.0%	25	1.6%	13	0.9%	26	2.0%
TEMP-W	EMERGENCY HIRE	624	39.3%	613	37.9%	492	33.6%	398	30.0%
TEMP-5	EMERGENCY HIRE	318	20.0%	291	18.0%	285	19.5%	212	15.9%
TEMP-R	LICENSED / EMERGENCY HIRE	2	0.1%	7	0.4%	7	0.5%	8	0.6%
TEMP-S	EMERGENCY HIRE	85	5.4%	91	5.6%	67	4.6%	106	8.0%
TEMP-T	EMERGENCY HIRE			55	3.4%	52	3.6%	53	4.0%
TOTAL		1,589	100.0%	1,616	100.0%	1,463	100.0%	1,328	100.0%

This table shows the number of teachers hired by appointment codes for the past four years.

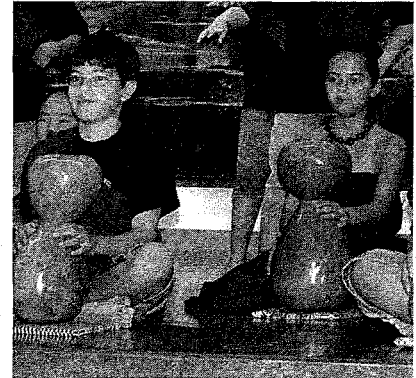
Tenured: Former tenured teachers returning to employment.
 Probationary: Licensed teachers earning probationary credit.
 Temp-V: Licensed teachers who are employed outside of their area of preparation in special education, school counseling or school library services.
 Temp-W: Teachers who have completed a teacher education program but have not completed all PRAXIS examinations.
 Temp-5: Teachers who have not completed a teacher education program.
 Temp-R: Teachers who are in 50% or 100% positions and are retired and licensed.
 Temp-S: Teachers employed in a public charter school.
 Temp-T: Teachers who have not completed a teacher education program and are currently in the Teach for America Program.

Summary and Analysis of Data - Teachers

The number of new teachers hired by the Department decreased from 1,463 for the 2007-08 school year to 1,328 for the 2008-09 school year (Tables I and II).

Most new teachers are residents of the State of Hawaii at the time of employment. The percentage of residents hired since the 2004-05 school year has remained stable fluctuating between 75.2% and 78.1%. It is important to note that the definition of "resident applicant" does not require any criteria except physical residence in Hawaii, regardless of length of residence, and includes teachers who may have relocated shortly before employment (Table III).

Less new teachers hired have out-of-state degrees (55.2%). Of the total number of new teachers hired, 44.8% have a degree from a Hawaii college or university (Table IV). The percentage of new teachers hired with a degree from a Hawaii college or university has been consistently highest from the University of Hawaii at Manoa. The percentage of teachers hired since the 2004-05 school year with a degree from the University of Hawaii at Manoa fluctuated between 21.6% and 25.6%.



Female teacher hires continue to outnumber male teacher hires. The female hires represent 86.0% of the new teachers in elementary, 61.3% in secondary, and 60.0% in K-12 schools (Table V).

The largest number of new teacher hires for elementary, secondary, and K-12 schools is in the 26-30 age bracket.

Most new teachers enter with a Bachelor's degree. The number of new teachers hired with a Master's degree has slightly decreased from 15.7% in the 2006-07 school year to 14.5% in the 2008-09 school year (Table VII).

More than 70% of new teachers hired have no prior teaching experience (Table VIII).

The Leeward Oahu school district hired the most new teachers followed by Central Oahu, Maui, Hawaii, Honolulu, Charter School, Windward and Kauai districts (Table IX).

Other than regular education classroom teachers, the greatest number of newly hired elementary teachers was in Special Education. In secondary education, the greatest numbers of newly hired teachers were in Special Education, Mathematics, English, and Science (Table X).

Many new teachers have not completed all of the requirements for a license (TEMP-W, TEMP-5, and TEMP-T, n=663, Table XI). However, most teachers hired have completed a State-Approved Teacher Education program (Tenured, Probation, TEMP-V, TEMP-R and TEMP-W, n=957, Table XI).

The Department hired 265 teachers (TEMP-5 and TEMP-T) in 2008-09 who did not complete a State-Approved Teacher Education program (Table XII). Since 2005-06, the number of hired teachers designated as TEMP-5 has declined from 20.0% to 15.9%. The Teach for America program, the Department's newest recruitment strategy, is being assessed to determine its effectiveness in increasing teacher recruitment, retention, and student achievement.

Section 2 – Classified and Support Services Personnel (CSSP)

Introduction

Factors Affecting Classified and Support Services Personnel Vacancies

Prior to 2008, Hawaii's extremely tight labor market, retirements, and resignations contribute to a large number of Classified and Support Services Personnel (CSSP) vacancies. However, recent economic events have decreased the number of vacancies and at the same time decreased the number of new hires.

The need to provide appropriate special education services has not changed year to year as these students continue to have a significant impact on the Department. There is an upward trend for the increased number of related support personnel needed in the schools to support teachers.

The federal No Child Left Behind Act also contributes to the challenge of recruiting qualified support service personnel for the classroom. The qualifications for certain support positions in the classroom (e.g. educational assistants) have increased over the years.

Supply & Demand Factors

The Department has implemented various strategies to meet the demand for qualified civil service and support services employees including:

1. Web-based recruitment through the D.O.E. Classified and Support Services Personnel website: <http://hidoejobs.k12.hi.us>. Since its introduction in July 2006, the website has surpassed the recruitment results of previous online recruitment programs.
2. Coordination with in-state and out-of-state teacher recruitment activities.
3. Coordinate recruitment efforts with Department of Labor & Industrial Relation's Job Opportunities website (HireNet Hawaii).
4. Other web-based recruitment through: Agent K-12/TopSchoolJobs, CareerBuilder, National Athletic Trainer's Association, AGAhawaii.org, SHRMHawaii.org, JEMSJobs.com, Globalpauhana.com, JobsFreeForAll.com, Hawaii.gov, TechJobs, Hawaii.
5. Advertisements via: American Speech-Language Hearing Association, National Association of School Psychologists, Honolulu Advertiser, Honolulu Star-Bulletin, and other local dailies.
6. Job Fairs
 - Job Quest/Workforce
 - University of Hawaii, Hawaii Pacific University, University of Phoenix, Windward Community College, Honolulu Community College, Leeward Community College, Bulletin Board Postings at Community Colleges
 - Military (JEMS, Pearl Harbor, Hickam, Kaneohe Marine Corps)
7. Layoffs and business closures
8. Educational Assistant Career Ladder
9. Troops to Teachers (raising awareness of CSSP vacancies to military spouses)

Table I - Number Of New CSSP Employees By Month Of Hire

Month of Hire	2006-2007	2007-2008	2008-2009
July	103	102	99
August	63	86	71
September	82	66	78
October	74	68	82
November	86	68	87
December	97	92	48
January	78	99	52
February	83	83	43
March	97	66	46
April	76	93	54
May	-	-	34
Total	839	823	694

This table reflects the number of hires by month.

*** Note: Beginning with school year 2008-2009, hires will be reported for July to May.
(e.g., 7/1/08 to 5/31/09)

Table II - Number Of New CSSP Employees By District/Division

District/Division	2006-2007	2007-2008	2008-2009
Board of Education	1	4	1
Central District	137	119	113
Hawaii District	122	131	106
Honolulu District	113	106	103
Kauai District	48	33	44
Leeward District	118	104	122
Maui District	97	99	86
State Office	94	162	65
Windward District	109	65	54
Total	839	823	694

This table reflects the number of hires by District or Division within the Department of Education.

*** Note: Beginning with school year 2008-2009, hires will be reported for July to May. (e.g., 7/1/08 to 5/31/09)

Table III – Gender of Newly Hired CSSP Employees

Gender	2006-2007	2007-2008	2008-2009
Female	625	630	498
Male	214	193	196
Total	839	823	694

This table reflects the new hires by gender.

*** Note: Beginning with school year 2008-2009, hires will be reported for July to May.
(e.g., 7/1/08 to 5/31/09)

Table IV - Employment Status of CSSP Employees

Full-Time/Part-Time	2006-2007	2007-2008	2008-2009
Full-Time	473	484	386
Part-Time	366	339	308
Total	839	823	694

This table reflects the number of employees in full-time and part-time positions.

*** Note: Beginning with school year 2008-2009, hires will be reported for July to May.
(e.g., 7/1/08 to 5/31/09)

Table V – Age of Newly Employed CSSP Employees

Age Bracket	2006-2007	2007-2008	2008-2009
Under 18*	21	27	6
18 - 20	23	26	12
21 - 25	96	84	83
26 - 30	116	128	111
31 - 35	94	106	102
36 - 40	125	106	85
41 - 45	111	103	84
46 - 50	94	82	95
51 - 55	79	79	63
56 - 60	49	57	35
61 - 65	23	19	15
66+	8	6	3
Total	839	823	694

This table reflects the age distribution of new hires within the Department of Education.

*Employees under 18 years of age are hired student helpers in the Department of Education.

*** Note: Beginning with school year 2008-2009, hires will be reported for July to May. (e.g., 7/1/08 to 5/31/09)

Table VI – Occupation of Newly Employed CSSP Employees

Occupation	2006-2007	2007-2008	2008-2009
Blue-Collar (Non-Supervisory)	184	139	170
Blue-Collar (Supervisory)	0	2	2
Excluded Managerial	2	5	5
Institutional, Health, and Correction Officers	1	2	0
Professional and Scientific	167	139	120
Student Helper	50	70	9
Registered Professional Nurse	0	2	0
White-Collar (Non-Supervisory)	433	463	386
White-Collar (Supervisory)	2	1	2
Total	839	823	694

This table reflects the number of employees by type of occupation within the Department of Education.

*** Note: Beginning with school year 2008-2009, hires will be reported for July to May. (e.g., 7/1/08 to 5/31/09)

Table VII – Position of Newly Hired CSSP Employees

Position	2006-2007	2007-2008	2008-2009
Account Clerk	10	8	6
Accountant	3	1	4
Architect	0	1	4
Athletic Health Care Trainer (formerly Athletic Health Care Specialist)	7	10	16
Auditor	0	3	1
Automated Systems Equip Tech	1	0	0
Automotive Mechanic	1	0	0
Behavioral Health Specialist	56	45	40
Bilingual/Bicultural S/H Asst	3	1	0
Building Maintenance Worker	2	4	2
Bus Driver	1	3	0
Business Mgmt Officer	0	0	5
Cabinetmaker	1	0	0
Cafeteria Helper	85	62	79
Carpenter	2	1	0
Cashier	1	0	1
Child Nutrition Specialist	0	1	0
Clerk	40	26	12
Clerk Stenographer	1	0	0
Clerk Typist	58	81	57
Clinical Psychologist	8	8	3
Comm Chldrn's Council Spclt	1	2	0
Commodity Distribution Assistant	0	1	0
Communication Aide	5	4	3
Computer Programmer	1	0	0
Data Procsg Sys Analyst	2	5	4
Departmental Contracts Spclt	1	3	1
District PCNC Assistant	0	1	0
DP User Support Tech	5	13	4
Educational Assistant	257	247	249
Educational Interpreter	1	3	1
Educational Interpreter Coord	2	3	1
Electrician	0	1	3
Energy Conservation Coordinator	0	1	0
Engineer	0	3	2
Executive Secretary to the Superintendent	0	1	0
Food Services Driver	1	3	1
Gen Prof (Trans Pgm Coord)	0	1	0
Gen Prof (PM&CA Specialist)	0	1	0

Position	2006-2007	2007-2008	2008-2009
Health Care Contracts & Reimbursement Manager	0	1	0
Houseparent for Deaf/Blind Education	0	2	0
Human Svcs Prof	7	1	4
Janitor	0	1	0
Legal Assistant	1	2	0
Library Assistant	4	5	7
Litigation Coordinator	1	0	0
Occupational Therapist	1	4	6
Personnel Clerk	15	19	8
Personnel Mgmt Specialist	5	3	0
Personnel Program Mgr	1	0	0
Physical Therapist	4	1	2
Planner	0	1	0
Plumber	0	0	1
Pre-Audit Clerk	0	1	2
Program Specialist	0	2	4
Private Secretary	0	1	1
Professional Trainee	0	0	1
Power Mower Operator	1	0	0
Psychological Examiner	3	5	0
Public Works Manager	0	1	0
Purchasing Specialist	0	1	0
Purchasing Technician	0	1	0
Registered Professional Nurse	0	2	0
Sch Based Occ Thrpy Asst (E)	1	0	0
Schl Psych (Cmplx Area Based)	34	0	0
School Adm Services Asst	2	1	2
School Baker	6	3	5
School Bus Transportation Officer	0	1	0
School Cook	4	1	7

Position	2006-2007	2007-2008	2008-2009
School Custodian	79	59	72
School Food Services Manager	0	2	2
School Health Aide	0	17	19
School Psychologist	5	7	9
School Security Attendant	31	17	14
Secretary	3	14	1
Social Worker	0	3	1
Speech Pathologist	22	22	17
Student Helper	50	69	9
Student Member BOE	0	1	0
Swimming Pool Custodian	0	1	0
Television Production Tech	0	1	1
Transition Center Coord	2	0	0
Work Program Specialist	1	1	0
Total	839	823	694

This table reflects the number of new employees hires in specific positions within the Department of Education.

*** Note: Beginning with school year 2008-2009, hires will be reported for July to May. (e.g., 7/1/08 to 5/31/09)

Summary and Analysis of Data – Classified and Support Services Personnel (CSSP)

CSSP data indicates 694 hires for the 2008-2009 school year in comparison to 823 in 2007-2008. New hire numbers were generally in proportion to the size of the district. Hawaii district had a large number of new hires. Turnover and retention rates are higher in Hawaii district, in rural areas.

Since, 2008, Hawaii's economy has been in recession. Thus, hiring freezes and budget reductions have resulted in fewer hires.

The top 5 occupations with the highest number of new hires are listed below:

1. Educational Assistants
2. Cafeteria Helpers
3. School Custodians
4. Clerk Typists
5. Behavior Health Specialists

The above listed occupations in the Department play important roles in the operation of a school. For example, Educational Assistants (EA) working in special education settings assist special education teachers in implementing a child's Individual Education Plan (IEP). Behavior Health Specialists provide additional support services for children with needs as determined by an IEP team. Cafeteria helpers, school custodians, and clerk typists support school operations.

Notable new hires also include support service personnel such as speech therapists, school psychologists, and athletic trainers. These positions are very specialized and have higher education requirements and professional certifications. There have been more focused recruitment efforts placed on these positions. The Department has in past years offered monetary relocation or retention incentives. However, due to the current economic climate, these monetary incentives have been temporarily suspended.

Implications for the Department



The Department must contend with a national and local economic recession as well as a growing nationwide teacher shortage due to the retirement of “baby boom” teachers, other essential support personnel, and the federal No Child Left Behind requirements. Full-time specialists and support staff have been assigned the task of recruiting teachers and support services personnel.

Department recruiters are focusing their efforts on retaining qualified personnel. Financial incentives attract and retain qualified personnel may no longer be available due to the state’s economic crisis. When Hawaii’s economic situation improves, incentive programs should be reinstated. These incentives substantially reduce or fully eliminate relocation costs and provide other incentives for teachers and critical support personnel (e.g. school psychologists, speech pathologists, and mental health professionals) to relocate or remain in Hawaii. In addition, financial incentives for Hawaii residents help to defray or eliminate professional development program costs for teachers and shortage area support personnel, to encourage individuals to expand their knowledge base and to retain critical support service professionals.

The Department continues to increase the number of qualified applicants on an annual basis in specific shortage areas (i.e. Special Education personnel) by working with Hawaii colleges and universities.

Meeting the teacher and support service needs of our public schools through greater retention efforts in these leaner economic times will undoubtedly result in greater system efficiencies, productivity, and student achievement.

Implications for Teachers

The Department must maintain its support of out-of-state colleges and universities while it establishes additional teacher education programs in Hawaii.

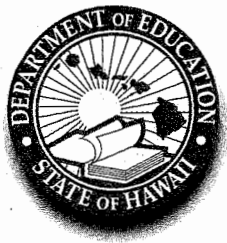
In order to meet its growing teacher employment demands, the Department’s alternative teacher education programs must be maintained.

Teacher retention is being addressed in part by the Department’s New Teacher Induction Program. The induction program assists new teachers in making the critical transition to teaching during their initial years of employment. A larger number of teachers may be retained as a result of this program.

The Department will request that the Hawaii Teacher Standards Board provide multiple options for an in-state or out-of-state applicant to become a highly qualified, licensed teacher. Licensing options will help the Department to comply with the No Child Left Behind Act in regards to highly qualified teachers and Adequate Yearly Progress.

Implications for Classified and Support Services Personnel (CSSP)

CSSP is focusing its efforts to retain current support personnel by offering career development opportunities through academic and professional development coursework.



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