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# A BILL FOR AN ACT

RELATING TO QUALITY SCHOOLS.

**BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:**

1 PART I

2 SECTION 1. The legislature finds that delivering a quality  
3 education to all of Hawaii's children is essential to advancing  
4 economic prosperity. Hawaii's public education programming  
5 prepares students with skills that are necessary to succeed in  
6 the twenty-first century workforce, think critically about  
7 modern social and economic challenges, and become problem-  
8 solvers within their communities.

9 The legislature further finds that teachers are the most  
10 important professionals in increasing student achievement.  
11 According to numerous studies, however, Hawaii's average teacher  
12 salaries are the lowest in the nation when adjusted for cost of  
13 living. A 2020 study conducted by APA Consulting, on behalf of  
14 the department of education, found that when compared with other  
15 high-cost geographic locations, Hawaii teachers are paid \$7,700  
16 to \$26,000 less than their peers in school districts with  
17 similar costs of living, depending on length of service.



1       The legislature additionally finds that low teacher pay  
2 adversely impacts the State's ability to recruit and retain  
3 quality classroom leaders. According to the department of  
4 education's 2021 strategic plan dynamic report, for the 2021-  
5 2022 school year, forty-nine per cent of Hawaii's teachers left  
6 the profession within their first five years of service. The  
7 report further revealed that the State's teacher shortage  
8 currently stands at 886 positions overall, 230 of which are in  
9 the content area of special education.

10       The legislature also finds that during the severe economic  
11 recession that began in 2009 and became known as the "Great  
12 Recession," funding was eliminated for teacher pay. Failing to  
13 pay veteran teachers appropriately is one factor that  
14 contributes to increasing numbers of teacher retirements and  
15 resignations. According to data from the department of  
16 education, four hundred twenty-eight teachers retired during the  
17 2020-2021 school year, a forty-nine per cent increase from the  
18 2019-2020 school year. To ensure that Hawaii's children are  
19 able to benefit from experienced educators, it is important to  
20 uplift the financial security of veteran teachers by



1 guaranteeing a step raise for every additionally year of public  
2 school service.

3       The legislature also notes that the department of  
4 education, in consultation with the Hawaii State Teachers  
5 Association, implemented shortage differential pay increases  
6 during the 2019-2020 school year to reduce teacher shortages in  
7 special education, hard-to-staff, and Hawaiian immersion  
8 teaching positions. Instituting differential pay increases led  
9 to significant progress in reducing longstanding teacher  
10 shortages in high-demand areas. Departmental data show that the  
11 percentage of special education teacher vacancies dropped by  
12 forty-five per cent during the 2020-2021 school year, with  
13 forty-three per cent more teachers choosing to move into a  
14 special education teaching line than the year before. The  
15 number of teachers choosing to work in hard-to-fill positions in  
16 rural or remote areas increased by fifty-two per cent over the  
17 same time period, while the number of Hawaiian immersion  
18 teachers increased by seven per cent. Providing shortage  
19 differential pay increases in future years is critical to  
20 strengthening the State's efforts to recruit and retain high



1 quality educators for disadvantaged and high-needs student  
2 populations.

3 Further, the legislature believes that it is important to  
4 offer teachers adequate time to prepare lessons and collaborate  
5 with colleagues to meet the needs of their students. According  
6 to a report published by the Stanford Center for Opportunity  
7 Policy in Education, entitled "How High-Achieving Countries  
8 Develop Great Teachers," educators in the United States spend  
9 three to five hours per week of work time on lesson planning.  
10 In contrast, researchers found that teachers working in nations  
11 that excel on international achievement exams spend an average  
12 of fifteen to twenty-five hours per week on lesson planning. As  
13 the National Education Association contends, expanding the  
14 amount of times that public school teachers are given for  
15 planning, preparation, and collaboration allows for the sharing  
16 of best practices, development of instructional plans that meet  
17 the unique needs of differentiated student groups, and formation  
18 of cohesive learning communities.

19 The legislature believes that the foregoing adjustments are  
20 aligned with characteristics found in some of the world's  
21 highest performing school systems.



1 The purpose of this Act is to strengthen the quality of  
2 education delivered to Hawaii's children by:

- 3 (1) Guaranteeing shortage differential pay for teachers  
4 working in special education, hard-to-staff locations,  
5 and Hawaiian immersion positions;
- 6 (2) Providing automatic step increases in teacher salaries  
7 for each year of satisfactory service completed by  
8 public school teachers; and
- 9 (3) Increasing the amount of time available to teachers  
10 for collaboration, preparation, and planning time.

11 PART II

12 SECTION 2. Chapter 302A, Hawaii Revised Statutes, is  
13 amended by adding a new section to part III to be appropriately  
14 designated and to read as follows:

15 **"§302A- Shortage differential salary incentive program.**

16 (a) There is established within the department the shortage  
17 differential salary incentive program to support licensed  
18 teachers who provide instruction in special education, Hawaiian  
19 immersion, and hard-to-staff locations.

20 (b) The shortage differential salary incentive program  
21 shall provide:



- 1        (1) A \$10,000 annual shortage differential for each  
2        teacher who possesses a valid provisional, standard,  
3        or advanced license issued by the Hawaii teacher  
4        standards board in the subject area of special  
5        education and is assigned to a school-level  
6        instructional special education position;
- 7        (2) An \$8,000 annual shortage differential for each  
8        teacher who possesses a valid provisional, standard,  
9        or advanced license issued by the Hawaii teacher  
10       standards board in the subject area of Hawaiian  
11       language immersion or Kaia'ōlelo-Kaiapuni Hawaii, or  
12       who has been deemed fluent in the Hawaiian language,  
13       and is assigned to a school-level instructional  
14       position identified as being a part of the Hawaiian  
15       language immersion program;
- 16       (3) A \$3,000 annual shortage differential for each public  
17       school teacher who possesses a valid provisional,  
18       standard, or advanced license issued by the Hawaii  
19       teacher standards board, regardless of subject area,  
20       and is currently assigned to a school-level position  
21       at a school identified as hard-to-staff location in a



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1           collective bargaining agreement negotiated with  
2           bargaining unit (5), whether in a classroom or  
3           certificated support personnel position; provided that  
4           the teacher meets no more than one of the criteria  
5           contained in subsection (c);

6           (4) A \$5,000 annual shortage differential for each teacher  
7           who possesses a valid provisional, standard, or  
8           advanced license issued by the Hawaii teacher  
9           standards board, regardless of subject area, and is  
10           currently assigned to a school-level position, whether  
11           in a classroom or certificated support personnel  
12           position; provided that the teacher meets two of the  
13           criteria contained in subsection (c);

14           (5) A \$7,500 annual shortage differential for each teacher  
15           who possesses a valid provisional, standard, or  
16           advanced license issued by the Hawaii teacher  
17           standards board, regardless of subject area, and is  
18           currently assigned to a school-level position, whether  
19           in a classroom or certificated support personnel  
20           position; provided that the teacher meets three of the  
21           criteria contained in subsection (c); and



1       (6) A \$5,000 annual shortage differential for each teacher  
2       who possesses a valid provisional, standard, or  
3       advanced license issued by the Hawaii teacher  
4       standards board, regardless of subject area, and is  
5       currently assigned to a school-level position, whether  
6       in a classroom or certificated support personnel  
7       position; provided that the teacher meets four of the  
8       criteria contained in subsection (c).

9       (c) Teachers who receive an annual shortage differential  
10      for being assigned to a position in a hard-to-staff location  
11      pursuant to subsection (b) shall meet one or more of the  
12      following criteria:

13       (1) The teacher shall be assigned to a position in a  
14       complex area identified as a hard-to-staff location in  
15       a collective bargaining agreement negotiated with  
16       bargaining unit (5);

17       (2) The teacher shall be assigned to a position in a  
18       complex area whose rate of teachers who have completed  
19       a state-approved teacher education program has been  
20       below the State's state-approved teacher education  
21       program average for the last three years;





1       (3) The teacher shall be assigned to a position in a  
 2           geographically isolated complex area, which shall be  
 3           defined as a complex area that is more than twenty-  
 4           five miles from an urban center; or

5       (4) The teacher shall be assigned to a position in a  
 6           complex area whose combined number of vacant teaching  
 7           positions and emergency hires was higher than ten per  
 8           cent in school years 2016-2017 and 2017-2018."

PART III

10       SECTION 3. Chapter 302A, Hawaii Revised Statutes, is  
 11 amended by adding a new section to part III to be appropriately  
 12 designated and to read as follows:

13       "§302A-       Salary increases; annual. Pursuant to a  
 14 collective bargaining agreement negotiated for bargaining unit  
 15 (5), teachers and educational officers who have completed a  
 16 year's satisfactory service and who have complied with the other  
 17 requirements of sections 302A-602 to 302A-639 and section 302A-  
 18 701, as applicable, shall be entitled to an annual increment."

PART IV



1 SECTION 4. Chapter 302A, Hawaii Revised Statutes, is  
2 amended by adding a new section to part III to be appropriately  
3 designated and to read as follows:

4 "§302A- Teacher collaboration, preparation, and  
5 planning time. (a) Every teacher assigned to a school-level  
6 classroom instructional position shall be provided a minimum of  
7 forty-five continuous minutes per school day to collaborate with  
8 same grade level peers regarding the development and  
9 implementation of effective instructional practices, high-  
10 quality lesson plans, social-emotional learning programs, and  
11 other student support systems.

12 (b) Every teacher assigned to a school-level classroom  
13 instructional position may be provided a minimum of forty-five  
14 continuous minutes per school day to assist students who need  
15 additional support in meeting the standards relating to the  
16 subject area for which the teacher is responsible.

17 (c) Every teacher assigned to a school-level classroom  
18 instructional position may be provided a minimum of forty-five  
19 continuous minutes per school day for preparation and planning  
20 time established under this section, which shall be managed at  
21 the discretion of the teacher.



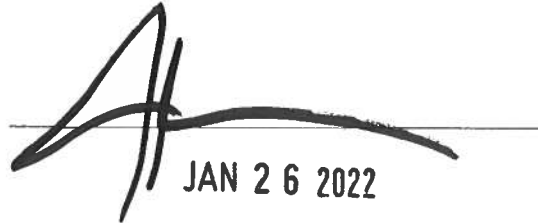
1        (d) Nothing in this section shall be construed to prohibit  
2        additional collaboration, preparation, and planning time from  
3        being included in a collective bargaining agreement negotiated  
4        with the exclusive representative for bargaining unit (5)."

PART IV

SECTION 5. New statutory material is underscored.

SECTION 6. This Act shall take effect upon its approval.

INTRODUCED BY:



JAN 26 2022



# H.B. NO. 2401

**Report Title:**

Quality Schools; Teacher Salary; Shortage differential Pay; Step Increases; Collaboration, Preparation, and Planning Time

**Description:**

Establishes a shortage differential salary incentive program within the department of education to provide shortage differential pay for teachers working in special education, hard-to-staff locations, and Hawaiian immersion positions. Provides automatic step increases in teacher salaries for each year of satisfactory service completed by public school teachers. Increases the amount of time available to teachers for planning, preparation, and collaboration.

*The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.*

