



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KA 'OIHANA HO'ONA'AUAO  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

**Date:** 03/18/2026

**Time:** 01:00 PM

**Location:** CR 229 & Videoconference

**Committee:** EDU

**Department:** Education

**Person Testifying:** Keith T. Hayashi, Superintendent of Education

**Title of Bill:** HB1893, HD2, RELATING TO EDUCATION.

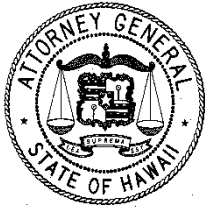
**Purpose of Bill:** Clarifies that public charter school teachers are eligible for incentives under the Teacher National Board Certification Incentive Program. Increases the bonuses per year for each public school teacher and public charter school teacher who maintains current national board certification. Effective 7/1/3000. (HD2)

**Department's Position:**

The Hawaii State Department of Education (Department) supports HB 1893, HD 2, to recognize and provide financial incentives at the current rate for teachers in Hawaii who achieve and maintain National Board Certification. National Board Certification is widely regarded as a mark of accomplished teaching practice and contributes to teacher leadership and professional growth.

Public charter school teachers are employees of their respective charter schools rather than the Department. For successful implementation, public charter schools must be responsible for verifying eligibility, providing funding, and processing the incentive for eligible teachers.

Thank you for the opportunity to provide testimony on HB 1893, HD 2.



**TESTIMONY OF  
THE DEPARTMENT OF THE ATTORNEY GENERAL  
KA 'OIHANA O KA LOIO KUHINA  
THIRTY-THIRD LEGISLATURE, 2026**

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**ON THE FOLLOWING MEASURE:**

H.B. NO. 1893, H.D. 2, RELATING TO EDUCATION.

**BEFORE THE:**

SENATE COMMITTEE ON EDUCATION

**DATE:** Wednesday, March 18, 2026      **TIME:** 1:00 p.m.

**LOCATION:** State Capitol, Room 229

**TESTIFIER(S):** Anne E. Lopez, Attorney General, or  
Anne T. Horiuchi or Randall M. Wat, Deputy Attorneys General

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Chair Kim and Members of the Committee:

The Department of the Attorney General (Department) provides the following comments.

The bill clarifies that public charter school teachers are eligible for incentives under the Teacher National Board Certification Incentive Program (Incentive Program) and increases the bonus per year for each public school teacher and public charter school teacher who maintains current national board certification from \$5,000 to an unspecified amount.

The Incentive Program is set forth in section 302A-706, Hawaii Revised Statutes (HRS), and is established within the Department of Education (DOE). See section 302A-706(a), HRS. The bill amends section 302A-706, HRS, to expressly provide that charter school teachers are eligible for the Incentive Program. However, the DOE is not the employer of charter school teachers. Charter school teachers are employed by their respective public charter schools.

To effectuate the bill's apparent intent and to avoid implementation ambiguity, the Department recommends the following revisions:

1. Remove the phrase, ", including public charter school teachers," from the amendment to section 302A-706(a), HRS, on page 1, lines 6-7.
2. Remove the phrase, ", including each public charter school teacher," from the amendment to section 302A-706(a)(1), HRS, on page 1, lines 12-13.
3. Remove the phrase, ", including each public charter school teacher," from the amendment to section 302A-706(a)(4), HRS, on page 2, lines 5-6.

4. Insert a new section in the bill to add a new section to chapter 302D, HRS, that mirrors section 302A-706, HRS, but replaces "department" with references to public charter schools, and replaces "public school teacher" with "charter school teacher." This would establish a teacher national board certification incentive program for charter school teachers. The new section should also mirror the increased bonus per year for each charter school teacher who maintains current national board certification that is provided in section 1 of the bill (page 1, line 11), and mirror the additional bonus per year for each charter school teacher who maintains current national board certification and who teaches at certain designated charter schools (page 2, line 4). The suggested new section would read as follows: (the bold font, other than the title, indicates differences from the wording in section 302A-706, HRS).

SECTION . Chapter 302D, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

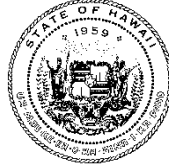
**"§302D- Teacher national board certification incentive program. (a)**

There is established, pursuant to this section, the teacher national board certification incentive program to recognize and support exemplary teaching practice by supporting **charter school teachers** who have achieved national board certification under the certification program of the National Board for Professional Teaching Standards. The teacher national board certification incentive program shall provide:

- (1) A \$ \_\_\_\_\_ bonus per year for each **charter school teacher** who maintains current national board certification;
- (2) \$1,500 upon completing all components of the certification program of the National Board for Professional Teaching Standards;
- (3) A reimbursement of the remainder of the national board certification application fee upon achievement of national board certification; and
- (4) An additional \$ \_\_\_\_\_ bonus per year for each **charter school teacher** who maintains current national board certification and who teaches at:
  - (A) A school in a **focus, priority, or other similar designation**, as determined by the **employing public charter school**;
  - (B) A school with a high turnover rate, as determined by the **employing public charter school**; or
  - (C) A **hard-to-fill school**, as determined by the **employing public charter school**.

(b) The incentive program shall include a mentoring component that encourages and enables national board-certified teachers to assist other teachers and share their teaching expertise."

Thank you for the opportunity to provide comments on this bill.



**STATE OF HAWAII**  
**HAWAII TEACHER STANDARDS BOARD**  
650 IWILEI ROAD, SUITE 268  
HONOLULU, HAWAII 96817

March 18, 2026

**WRITTEN TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION**

**PERSON TESTIFYING:** Mitzie Higa, Licensing Specialist, on behalf of the Hawai'i Teacher Standards Board (HTSB)

**DATE:** March 18, 2026

**TIME:** 1:00 pm

**LOCATION:** Conference Room 229 and Video Conference

**TITLE OF BILL** HB1893HD1 Department of Education; Teacher National Board Certification Incentive Program; Public Charter Schools; Teachers

**POSITION:** Supports HB1893 HD2

**Chair Donna Mercado Kim, Vice-Chair Michelle Kidani, and Members of the Senate Committee on Education:**

**The Hawai'i Teacher Standards Board (HTSB) strongly supports HB1893 HD2**, relating to education, which clarifies that public charter school teachers are eligible for incentives under the Teacher National Board Certification Incentive Program.

**HTSB fully supports our National Board Certified Teachers and affirms that charter schools should receive the same dedicated funding for NBCT bonuses that the Hawai'i Department of Education (HIDOE) currently receives for NBCTs in district public schools. Just as HIDOE should not be required to use per-pupil funds to cover these bonuses, neither should our public charter schools. Ensuring equitable access to NBCT incentive funds strengthens the teaching profession across all public education systems in Hawai'i.**

Incentivizing national board certification is especially important given Hawai'i's high cost of living and the significant challenges we face in teacher recruitment and retention. Each year, our public schools, including charter schools, begin the school year with **1,000 to 1,200** qualified teacher vacancies. Retaining highly effective teachers is essential, and NBCTs are among the most impactful educators in the nation. Research consistently shows that National Board Certified Teachers improve student learning outcomes and contribute to stronger school communities.

Providing this NBCT bonus to our public charter schools as we do our HIDOE schools, will help retain these exceptional educators and encourage more teachers to pursue the rigorous national board certification process. Retaining highly qualified teachers reduces the need for ongoing recruitment and creates a stable, experienced workforce. These educators also serve as mentors and leaders, an especially valuable asset as Hawai'i works to establish a Registered Teacher Apprenticeship Program to strengthen teacher preparation and support.

Thank you for the opportunity to testify on this measure. For the reasons stated above, the Hawai'i Teacher Standards Board respectfully **asks for your support on this bill.**



1200 Ala Kapuna Street • Honolulu, Hawai'i 96819  
Tel: (808) 833-2711 • Fax: (808) 839-7106 • Web: www.hsta.org

**Osa Tui, Jr.**  
President

**Logan Okita**  
Vice President

**Cheney Kaku**  
Secretary-Treasurer

**Andrea Eshelman**  
Executive Director

## TESTIMONY TO THE HAWAI'I SENATE COMMITTEE ON EDUCATION

**Item: HB 1893, HD2 – Relating to Education**

**Position: Support**

**Hearing: Wednesday, March 18, 2026, 1:00 pm, Room 229**

**Submitter: Osa Tui, Jr., President - Hawai'i State Teachers Association**

Dear Chair Kim, Vice Chair Kidani, and members of the committee,

The Hawai'i State Teachers Association (HSTA) **strongly supports** H.B. 1893, HD2, which clarifies the eligibility of public charter school teachers for the National Board Certification incentive program and increases the annual bonus for all certified teachers to an unspecified amount.

National Board Certification is widely recognized as the most respected professional credential in K-12 education. It requires a rigorous process of self-reflection and assessment that significantly improves teaching practice and student outcomes.

By increasing the annual incentive, this bill acknowledges the immense dedication required to achieve and maintain this elite certification. It provides a meaningful financial reward that helps our most accomplished educators offset Hawai'i's high cost of living.

This increase is also a critical retention tool. Incentivizing board certification encourages our best teachers to stay in the classroom here in Hawai'i rather than seeking opportunities elsewhere.

We also strongly support the clarification that our public charter school educators are fully eligible for these incentives. All public school students deserve access to teachers who have met these high national standards, regardless of whether they attend a departmental or charter school.

By investing in our National Board Certified Teachers, we are investing in the quality of education for all of Hawai'i's keiki. We respectfully urge the committee to pass this measure.

Mahalo.

**JOSH GREEN, M.D.**  
GOVERNOR



**MAKALAPUA ALENCASTRE, Ed. D.**  
CHAIRPERSON

STATE OF HAWAII  
**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(‘AHA KULA HO‘ĀMANA)**

<http://CharterCommission.Hawaii.Gov>  
1164 Bishop Street, Suite 1100, Honolulu, Hawaii 96813  
Tel: (808) 586-3775 Fax: (808) 586-3776

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FOR: HB 1893 HD2 Relating to Education  
DATE: March 18, 2026  
TIME: 1:00 P.M.  
COMMITTEE: Committee on Education  
ROOM: Conference Room 229 & Videoconference  
FROM: Ed H. Noh, Ed. D., Executive Director  
State Public Charter School Commission

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Chair Mercado Kim, Vice Chair Kidani and members of the Committee:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to offer testimony in **SUPPORT of HB 1893 HD1** which clarifies that public charter school teachers are eligible for the incentives provided under the Teacher National Board Certification Incentive Program.

The Commission appreciates the efforts of the Legislature to clearly articulate that this incentive is applicable to public charter school teachers. However, funds for this incentive have not been provided; for many charter schools, the absence of dedicated funding for this incentive serves as a deterrent in recruiting and retaining National Board Certified teachers.

The Commission humbly requests the committee consider amending this measure by providing a clear and separate appropriation to charter schools for the payment of this incentive through the Teacher National Board Certification Incentive Program.

The Commission is available to assist the Legislature and public charter schools in moving this legislation forward. Thank you for the opportunity to provide this testimony.



OFFICE OF HAWAIIAN AFFAIRS

‘Ōlelo Hō‘ike ‘Aha Kau Kānāwai

**TESTIMONY IN SUPPORT OF HOUSE BILL 1893 HD2**  
RELATING TO EDUCATION

Ke Kōmike ‘Aha Kenekoa o ka Ho‘ona‘auao  
(Senate Committee on Education)  
Ke Kapitala ‘o Hawai‘i  
(Hawai‘i State Capitol)

Malaki 18, 2026

1:00PM

Lumi 229

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Aloha e Chair Mercado Kim, Vice Chair Kidani, and Senate Members of the Committee on Education:

The Office of Hawaiian Affairs **SUPPORTS HB1893 HD2** which will provide public school teachers, including public charter school teachers, funding for incentive programs and teacher differentials. OHA supports the intent of this bill, but prefers dedicated funding to the Charter School Commission for this “Teacher National Board Certification Incentive Program,” as proposed in HB2381. Without dedicated funding, charter schools must use per-pupil funding to support teacher incentives, diverting resources from other classroom educational priorities.

Of the 37 charter schools statewide, 17 are Hawaiian culture-based or Hawaiian language immersion schools. These public charter schools rely on per-pupil funding to pay for direct educational costs, such as teacher salaries, as well as facilities expenses. Unlike DOE schools with dedicated facilities and support, many public charter schools — particularly start-ups — must use a significant amount of their per-pupil funding to pay rent and maintenance costs for classrooms and other facilities. OHA has historically prioritized investments in Hawaiian culture-based or Hawaiian language charter schools to help close funding gaps. Most recently, for the 2026-2027 fiscal year, OHA invested \$6.88 million into Hawaiian-focused charter schools to address funding inequities.<sup>1</sup> Absent dedicated funding to the Commission, teacher incentives must be paid from per pupil allocations unless the school can secure other funding outside regular state funding streams.

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<sup>1</sup> Office of Hawaiian Affairs, 2025 Annual Report, [https://www.oha.org/wp-content/uploads/2025annualreport\\_WEB.pdf](https://www.oha.org/wp-content/uploads/2025annualreport_WEB.pdf) (last accessed on 2/17/2026).

Accordingly, should the Committee choose to advance this measure, OHA recommends including the dedicated funding language from HB2381.

Mahalo for the opportunity to testify.

**HB-1893-HD-2**

Submitted on: 3/17/2026 9:27:29 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Janice English	Testifying for Waimea Middle PCCS	Support	Written Testimony Only

Comments:

Aloha- My name is Janice English. I am the principal of Waimea Middle Public Conversion Charter School. I support HB1893 HD2. There are three Nationally Board Certified (NBC) Teachers at WMPCCS, and they help us stay on track with our Mission and Vision. Having been through the process before I became a principal, I recognize the rigor and commitment by these educators to push the limits of their knowledge so they can do the same for students. All three NBC Teachers are part of our Leadership Team and bring their advanced training to our professional learning community.

**HB-1893-HD-2**

Submitted on: 3/16/2026 6:48:49 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Logan Okita	Individual	Support	Written Testimony Only

Comments:

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Logan Okita and I am a National Board Certified Teacher at Nimitz Elementary. Mahalo for hearing HB 1893 HD2 which recognizes the value of NBCTs in all of our classrooms.

Pursuing Board certification helped me to grow as a teacher early in my career as the process forced me to reflect on my teaching and student learning. This reflection then became intuitive and impacts how I teach in Year 20 as much as it did in Year 4. The reflection on my teaching helped me to grow as a leader as I saw how I could use my strengths to help others while seeking support from colleagues to address my needs.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Sincerely,

Logan Okita, MEd, NBCT  
Nimitz Elementary School

**HB-1893-HD-2**

Submitted on: 3/16/2026 10:45:22 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Ted Meehan	Individual	Support	Written Testimony Only

Comments:

Hawaii is an expensive state to live in. This bill would assist educators with the cost of living. "Attract and Retain" is supported by HB 1893. Please support it. Thank you.

Ted Meehan

**Date:** 03/18/2026

**Time:** 1:00 PM

**Location:** 229

**Committee:** EDU

**Person Testifying:** Derek Minakami, NBCT  
**Title of Bill:** HB1893 RELATING TO EDUCATION

**Position:** SUPPORT

Chair Kim, Vice Chair Kidani and Members of the Committee

As Hawai'i's first public school National Board Certified Teacher (NBCT) and principal who maintains his NBCT status, I strongly support this bill for the following reasons:

No other professional development experienced sharpened my teaching practice and prompted innovation than the National Board Certification process. It took dozens of hours to prepare, videotape myself teaching, collecting student work, gathering other articles of evidence showing how I engage parents and collaborate with other teachers, and reflecting upon my results. And in the end, I better discerned where I stood in relation to national standards for teaching and, more importantly, how I could improve.

When teachers go through the National Board Certification process, even if they are not successful, their students are the ultimate beneficiaries. In attaining a clear understanding of what is expected and how one might do better, teachers are empowered to reach those targets. But it does take dedication, focus, and assiduousness which should be rewarded.

For the first four years since attaining National Board Certification, no bonus or incentive was provided. As result, very few teachers attempted the arduous process. But after 2004, when the \$5000 bonus was implemented, a wave of teachers began their journey towards becoming an NBCT. Today there are 539 NBCTs in Hawai'i, a fraction of the 13,000 public school teachers in the DOE. Certainly, many like myself are at retirement age. So to ensure newer teachers are incentivized to strive for certification, it is time to raise the bonus. Twenty-two years later, the bonus has not changed despite inflation and higher home prices. As I result, I urge the legislature to pass this bill so that we can continue entice teachers to undergo this rigorous, reflective process of improvement and enhance our classrooms across the state.

Mahalo for your consideration of this testimony.

## **HB 1893** — Teacher National Board Certification Incentive Program

Chair Kim, Vice Chair Kidani, and Members of the Committee:

I am writing in support of HB 1893 HD2. I teach at 'Aiea High School and have been nationally certified since 2013. Our school is a Title I school, where approximately fifty percent of our student population receives free or reduced lunches. It would be tremendously beneficial for our population to be taught by teachers who successfully complete the journey of National Board Certification. We used to have a certified teacher in each core content area, but currently only have two at our school, and that's because another teacher certified last year. Raising the compensation to \$10,000 would serve as an incentive for some of our other teachers to complete the professional learning.

I am a strong advocate for the most needy in our community and feel becoming certified helped me grow into a better teacher. I taught science and was successful in helping students gain confidence in the content, become professionals (healthcare, law, business, law enforcement, education, etc.), and even convinced some to go to college when they did not think it was within their realm of possibility. NBCTs believe in equity and use education as a tool to offer students with high needs a brighter future.

Being nationally certified encouraged me to take on further challenges. I've served as a department chair, club advisor, class advisor, mentor teacher, academic coach, and curriculum coordinator. I successfully completed the HICISL program and am qualified as a certified vice principal but elected to continue to be a teacher. When I was in the classroom, students asked to join my classes. I've had students with individual learning plans (SPED) ask to take my Advanced Placement classes and biology students ask me to teach Calculus because they wanted to attempt it. Convincing students they are capable of learning is half the battle.

Just as advanced placement classes help students become more successful in their undergraduate studies, National Board Certification helps teachers grow professionally, reflect on their lessons, and become more effective in helping students achieve their goals. I strongly believe HB 1893 HD2 will increase the number of teachers willing to embark on the path of certification.

Thank you for this opportunity to share my thoughts and maintain hope that this effort will be successful.



Susan Gonsalves, O.D., Curriculum Coordinator  
'Aiea High School  
susan.gonsalves@k12.hi.us

## HB 1893 — Teacher National Board Certification Incentive Program

Chair Todd, Vice Chair Takenouchi, and Members of the Committee:

My name is Kim Virtudazo, and I am a National Board Certified Teacher at James Campbell High School, in Ewa Beach, Hawai'i. I am writing in **strong support** of HB 1893 HD1, and I urge this committee to pass it. As a public school teacher and public school parent of two, I've seen firsthand the impact NBCTs can make.

I earned my board certification in 2022 after diligently working on it for three years. Prior to beginning the process, I thought I was an effective teacher but NBCT challenged me and made me grow so much more. This process was the single most important and impactful professional development I've ever done in my 14 years of teaching. The National Boards demands a higher level of mindfulness, student centered teaching, rigor than any teacher program can provide. I can confidently say, I'm now a more mindful, intentional, effective, and compassionate teacher.

Hawai'i's National Board incentive program was once among the most competitive in the nation. It is no longer. States like Maryland now offer \$10,000 or more annually for NBCTs — plus additional bonuses for those who teach in high-need schools — and have seen dramatic results: Maryland experienced a 980 percent increase in teachers newly earning Board certification after strengthening its incentives. Hawai'i has not seen comparable growth in recent years, and that gap has real consequences for students.

HB 1893 brings Hawai'i's incentive back in line with what other leading states offer. The \$10,000 annual bonus for NBCTs — with an additional \$5,000 for those serving in high-need schools — is a direct investment in accomplished teaching and the educators who commit to staying in the classroom.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai'i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai'i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Kim Q.T. Virtudazo | Academy Coordinator | James Campbell High School, Leeward District | [Kim.Virtudazo@k12.hi.us](mailto:Kim.Virtudazo@k12.hi.us)



**HB-1893-HD-2**

Submitted on: 3/17/2026 8:47:57 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
haley van noord	Individual	Support	Written Testimony Only

Comments:

**HB 1893 — Teacher National Board Certification Incentive Program**

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Haley van Noord and I am a National Board Certified Teacher at Lahaina Intermediate, Maui, Hawaii. I am writing in **strong support** of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

I began my National Board journey in 2013, when a fellow colleague told me about his experience completing the components and at that time the \$10,000 per year incentive in the HIDOE. As a new teacher in Hawaii I was concerned about the cost of living even then. The initial cost of certification was daunting but the process was life changing. I learned so much about my practice and profession. In the years to come I have been able to start a club for my students, I have become a mentor teacher (mentoring 4 teachers who continue to teach in Hawaii). I have also become a teacher leader and department head at my school. All of these things would have not been possible without the introspective skills and knowledge I gained through National Board Certification. My students benefit as I continue to learn and develop my skills through the National Board Certification renewal process.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawaii district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawaii deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Haley van Noord, NBCT

7th grade life science  
Lahaina Intermediate

**HB-1893-HD-2**

Submitted on: 3/17/2026 8:50:34 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kacie Seitz	Individual	Support	Written Testimony Only

Comments:

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Kacie Seitz, and I am a National Board Certified Teacher serving as Curriculum Coordinator and Enrichment Teacher at Kamali‘i Elementary School in Kīhei, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill and for recognizing the value of National Board Certified Teachers in Hawai‘i’s schools.

Pursuing National Board Certification transformed the way I teach and the way I connect with my students. It pushed me to slow down, really listen to student thinking, and make intentional decisions based on who my students are and what they need. Because of this, I have been able to build deeper relationships with my students and create learning experiences where they feel seen, confident, and capable. I have watched students who once hesitated begin to take risks, share their thinking, and truly believe in themselves as learners.

National Board Certification is rigorous, to say the least, but that is exactly what makes it so valuable. It is not simply a one time achievement. It is an investment in continual learning and growth. National Board Certification must be renewed every five years, which means teachers are continually reflecting, refining their practice, and staying committed to professional growth. That is what makes this such a strong investment for Hawai‘i. It supports accomplished teaching while also encouraging teachers to keep learning over time. In many ways, it is the best of both worlds.

This work has also shaped me as a leader. It has given me the tools and confidence to support other teachers in strengthening their practice and in pursuing National Board Certification themselves. This bill would help me continue encouraging and supporting teachers who are considering this path. Already, the possibility of this increase is encouraging more teachers to consider pursuing National Board Certification, as it highlights the importance of this level of commitment and professional growth.

At the same time, we cannot ignore the realities of teaching in Hawai‘i. The high cost of living makes it difficult for many educators to remain in the profession, even when they are deeply committed to their students and communities. A significant increase in the National Board stipend is incredibly important for our teachers. It can make a real difference in helping accomplished educators stay in Hawai‘i while also giving them the opportunity to learn and grow in significant ways through this process.

When teachers stay and continue to grow, students benefit. They benefit from stronger instruction, deeper relationships, and greater stability in their schools. The research is clear that students taught by National Board Certified Teachers experience greater academic growth, and these teachers remain in the profession at higher rates. Expanding this incentive and including public charter school teachers will help more students across Hawai‘i benefit from accomplished, dedicated educators.

This bill is about students and the teachers who serve them. It is about investing in excellence, continual learning, and teacher retention here in Hawai‘i, where that support matters deeply. I respectfully urge you to advance HB 1893.

Mahalo for the opportunity to testify.

Kacie Seitz  
National Board Certified Teacher  
Kamali‘i Elementary School, Kīhei

**HB-1893-HD-2**

Submitted on: 3/17/2026 8:53:52 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kelli Lim	Individual	Support	Written Testimony Only

Comments:

I am writing in strong support of HB1894, which proposes to increase the annual incentive for National Board Certified Teachers (NBCT) from \$5,000 to \$10,000.

I have been a teacher in Hawaii for 11 years and have maintained my National Board Certification for 4 years. While I am deeply committed to my students and the profession, I must be candid: I am currently considering leaving the teaching profession.

The reality of teaching in Hawaii has become increasingly difficult. We are facing:

- Stagnant wages relative to the rapidly rising cost of living in our islands.
- Increasingly complex classroom demands that require the high-level expertise that NBCTs provide.
- Burnout among veteran educators who feel the financial strain of staying in a profession that does not always reflect their level of expertise in their paycheck.

Raising this incentive to \$10,000 is more than just a "bonus" - it is a critical retention tool. For an educator like myself, this increase would provide the necessary financial stability to justify staying in the classroom rather than seeking a career change.

National Board Certification is a rigorous, multi-year process that proves a teacher's impact on student learning. By passing this bill, you are sending a clear message that Hawaii values its most highly skilled educators and is serious about solving the teacher retention crisis.

I urge you to pass HB1893 to help keep experienced, board-certified teachers in our schools where our keiki need us most.

Mahalo for the opportunity to testify.

Respectfully, Kelli Lim

**HB-1893-HD-2**

Submitted on: 3/17/2026 8:57:34 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Liane M Ibara	Individual	Support	Written Testimony Only

Comments:

**HB 1893 — Teacher National Board Certification Incentive Program**

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

**My name is Liane Ibara, and I am a National Board Certified Teacher at Palolo Elementary School, Honolulu District, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill, which recognizes the value of NBCTs in all of our classrooms.**

**I teach at a Title I school where many students enter kindergarten with limited prior learning experiences. Through National Board Certification, I learned to better meet my students’ needs and use more intentional, evidence-based instruction. As a result, my students make significant growth and meet or exceed kindergarten standards. Board Certification also strengthened my commitment to the profession and contributes to teacher retention, benefiting both educators and students.**

**The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.**

**Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.**

**Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.**

**Mahalo for the opportunity to testify.**

**Liane Ibara, Teacher, Palolo Elementary School, Honolulu District**

**HB-1893-HD-2**

Submitted on: 3/17/2026 8:59:49 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kehau Isara	Individual	Support	Written Testimony Only

Comments:

Aloha mai kākou,

My name is Kehau Isara, and I've educated Hawai'i's keiki for 26 years as an educator at Castle, Kailua, and Kamehameha Schools – Kapālama. I currently serve as the middle school principal at Kamehameha. I am also a proud National Board Certified Teacher.

National Board Certification represents one of the most rigorous demonstrations of accomplished teaching. NBCTs bring proven excellence in instructional practice, educational leadership, and innovation. Their expertise elevates the rigor, creativity, and effectiveness of teaching and learning in every school they serve. They are deeply committed to student success, to building positive pilina (relationships), and to crafting challenging, engaging curriculum that meets the diverse needs of Hawai'i's learners.

My own children attended Ke Kula 'o Kamakau, a Hawaiian Immersion Charter School. I have seen firsthand the incredible dedication of charter school teachers. These educators consistently go above and beyond, often taking on responsibilities well outside their teaching roles due to longstanding gaps in charter school funding for staffing and facilities. Their commitment, excellence, and impact on students deserve recognition and reward.

Doubling the stipend for National Board Certified Teachers would meaningfully encourage more educators across all schools to pursue this rigorous certification. This process is not easy; it requires teachers to analyze their practice and demonstrate distinguished teaching. Increasing the stipend would not only honor those who have achieved this level of excellence, but would also help expand the number of NBCTs across Hawai'i, benefiting students, schools, and communities statewide.

Mahalo for your consideration of this important bill.

Aloha,

Dr. Kehau Isara, NBCT

**HB-1893-HD-2**

Submitted on: 3/17/2026 9:01:21 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Denise Low-Liu	Individual	Support	Written Testimony Only

Comments:

**To:** The Honorable Members of the House/Senate Committee on Education

**From:** A Proud 4th Grade Teacher

**Date:** March 17, 2026

**Subject:** Supporting Our Keiki by Investing in NBCTs

To the Members of the Committee,

My name is Denise M. Low-Liu and I am a 4th-grade teacher. Every morning, I look at 17 of my students (future scientists, artists, and leaders of Hawaii) and I know they deserve the very best version of me. This is why I chose to pursue National Board Certification. It wasn't for the title; it was because I wanted to be the teacher my students truly need.

I am writing today to ask for your support in increasing the National Board incentive by **\$5,000**. Here is why this matters for the children in my classroom:

- **Better Teaching for Our Keiki:** The National Board process is the hardest thing I have ever done professionally. It forced me to look at every single lesson through a microscope. Because of this training, I am better at spotting exactly where a student is struggling with a complex math problem, or why they are hesitant to speak up during a p4c circle. When you invest in this certification, you aren't just giving a teacher a bonus, you are ensuring a higher quality of instruction for every child who walks through my door.
- **Keeping the Best Teachers in the Classroom:** We all know how expensive it is to live in our beautiful islands. I see brilliant, dedicated colleagues (teachers who love their students deeply) leaving the profession or moving to the mainland because the math just doesn't add up at the end of the month. A \$5,000 increase tells us that Hawaii values our expertise and wants us to stay here, in these classrooms, with these children.
- **Modeling Lifelong Learning:** My 4th graders are at an age where they watch everything I do. When they see me working hard to improve my own skills, it teaches them that learning doesn't stop when you graduate. It shows them that excellence is worth the effort.

National Board teachers are leaders who mentor others and lift up the entire school. But to keep doing this work at a high level, we need the state's partnership. This increase is a direct investment in the quality of education our 4th graders **(and all Hawaii's keiki)** receive every single day.

Thank you for your time and for your commitment to our schools.

Sincerely,

Denise M. Low-Liu

4th Grade Teacher of Student Voices

Iliahi Elementary School

**HB-1893-HD-2**

Submitted on: 3/17/2026 9:03:38 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Christine Russo	Individual	Support	Written Testimony Only

Comments:

**HB 1893 — Teacher National Board Certification Incentive Program**

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

**My name is Christine Russo and I am a National Board Certified Teacher (NBCT) at James Campbell High School in Ewa Beach. I am writing in strong support of HB 1893 HD2 and I respectfully urge the committee to pass this measure.**

**I earned my National Board Certification in Science/Early Adolescence in 2022. Earning NBCT was an extremely rigorous process and took several years; however I persevered knowing that the time and effort I invested into the process would eventually pay off for myself, my students, and my school community. The fee support and prospect of an annual bonus were key elements in my decision to pursue certification. With that said, when I first committed to the process, certification was valid for 10 years. This has now changed and certification lasts just 5 years. Thus, I am already embarking on the process of maintaining National Board Certification, also known as MOC), which is another expense for my family in terms of both time and money.**

**I strongly believe that increasing the incentive for Nationally Board Certification from \$5000 to \$10,000 will be key in convincing teachers to pursue NBCT status. As mentioned, it is extremely rigorous and requires a reinvestment every five years. For most teachers, a \$5000 stipend is no longer a sufficient motivator to embark on such a demanding journey. However, it is in the state's best interest to ensure we are continuing to grow our pool of NBCTs. Research shows students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers.**

**Every student in Hawai'i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. Please consider passing this measure.**

**Mahalo!**

**Christine Russo**

Senate Committee on Education

March 17, 2026

Hearing Date: March 18, 2026

Hearing Time: 1:00 PM

Hearing Place: Conference Room 229 via Video Conference, State Capitol

**RE: HB1893 Teacher National Board Certification Incentive Program**

Dear Chair Senator Donna Mercado Kim, Vice Chair Senator Michelle N. Kidani, and members of the Committee on Education:

My name is Shelby Loo and I am a National Board Certified Mathematics teacher at Waimea Middle Public Conversion Charter School who resides with my husband -a Hawai'i County Police Officer, and our two children in the South Kohala district on the Big Island. I have been a teacher at Waimea Middle School for the past 21 years, serving as the sixth-grade level chairperson and currently the Math Department Head and a member of our School's Leadership Team for the past 18 years. I am submitting testimony in strong support of **HB1893 HD2**. Mahalo for hearing this bill, which recognizes the value of National Board Certified Teachers in all of our classrooms.

The quality of our public education system depends greatly on the quality of our teachers. Pursuing my National Board Certification was the best professional development I have engaged in throughout my career. The process helped me analyze my teaching practice to determine areas of strength and areas for growth and identify strategies to improve in my areas of growth. Throughout the process I networked with other national board certified teachers and learned of new resources and teaching strategies, which improved my teacher toolkit. Designating funds to increase the compensation for nationally certified teachers would encourage more teachers to engage in this invaluable process. Teachers deserve to be fairly compensated for the work they put in to improve their craft and the increase in incentive would be a more even compensation for the time and effort required to pursue national board certification. I believe this change would help us retain and perhaps even attract more highly qualified teachers for our keiki.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

We need your help to make this change.

**Please vote in support of HB1893 HD2.**

Mahalo for your consideration.

Shelby Loo  
6th Grade Mathematics Teacher, NBCT  
Math Department Head, Waimea Middle PCCS  
Kamuela, HI 96743  
(808)887-6090

**HB-1893-HD-2**

Submitted on: 3/17/2026 9:19:01 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Matthew Lawrence	Individual	Support	Written Testimony Only

Comments:

Chair Kim, Vice Chair Kidani, and Members of the Committee:

I am writing in strong support of **HB 1893 HD2**. I have been a National Board Certified Teacher since 2012 and am the 2014 Hawai'i State Teacher of the Year. Increasing the bonus would incentivize current NBCTs to recertify and encourage other experienced teachers to go through this professionally enriching process. Having more NBCTs in the classroom will lead to greater student achievement in Hawai'i.

Thank you for the opportunity to testify,

Matt Lawrence

2014 HTOY

2012 NBCT

**HB-1893-HD-2**

Submitted on: 3/17/2026 9:21:07 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Dane Inouye	Individual	Support	Written Testimony Only

Comments:

My name is Dane Inouye, a National Board Certified Teacher with 17 years of experience in the classroom. I am writing to express my **strong support** for HB1893. This bill takes a critical step toward professionalizing the teaching force in Hawaii by increasing the annual bonus for National Board Certified Teachers (NBCT) and ensuring that our dedicated educators in charter schools are equally eligible for this recognition.

I believe this legislation is vital for the following reasons:

**1. Elevating Teacher Practice**

National Board Certification is widely recognized as the "gold standard" in teacher certification. It is a rigorous, peer-reviewed process that requires educators to analyze their teaching habits and student outcomes at the deepest level. By increasing the incentive, we encourage more teachers to undergo this transformative process, which directly correlates to improved student achievement.

**2. Retention of Excellence**

Hawaii is currently facing a significant challenge in retaining high-quality educators. Too often, our best teachers leave the profession or move to other states with more competitive compensation. HB1893 provides a tangible reason for our most accomplished teachers to stay in Hawaii classrooms, ensuring our students have access to the highest level of expertise.

**3. Equity for Charter Schools**

Charter school teachers serve Hawaii’s public school students and face the same classroom challenges as their peers in Department of Education schools. Extending this bonus to charter school teachers corrects a long-standing disparity and recognizes that excellence in teaching should be rewarded regardless of the specific public school setting.

**4. Commitment to Continuous Improvement**

The National Board process is not a "one and done" achievement. Maintaining certification every five years ensures that teachers remain lifelong learners, constantly reflecting on whether they

are using the best possible practices for their students. This bill incentivizes that cycle of reflection and growth.

**Conclusion** Investing in NBCTs is an investment in the future of Hawaii's children. By passing HB1893, you are sending a clear message that Hawaii values professional excellence and is committed to keeping the best teachers in our schools.

I urge the committee to pass this measure. Thank you for the opportunity to testify.

**HB-1893-HD-2**

Submitted on: 3/17/2026 9:32:20 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Glenn Bunger	Individual	Support	Written Testimony Only

Comments:

HB 1893 — Teacher National Board Certification Incentive Program

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Glenn Bunger, and I am a National Board Certified Teacher at Kamehameha Schools, Honolulu, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms. The bill will not benefit me as a private school teacher, but I recognize as a teacher how much it improved my ability to teach.

I am a brand new National Board Certified teacher as of December of 2025, and I can strongly verify that the process made me a more effective teacher. I am a teacher of nearly 25 years in public schools, and having to reflect on my own teaching showed me how much I could still improve (and continue to improve by regularly reflecting on my students' work).

The national board process makes you record your own teaching, and what I saw on video was not what I perceived internally. I recognized that while I believed myself to be student-centered and student-student talk focused in my math classroom, I was not waiting to allow students to think. Since then, I have a poster on the wall that says “Listen and wait, kumu” as a gentle reminder to myself that their voices are the important ones.

\*ANY\* public school teacher, whether brand new or an expert like me, will grow and be a more effective teacher for their students because of this process.

**HB-1893-HD-2**

Submitted on: 3/17/2026 9:55:17 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Sherry Robello	Individual	Support	Written Testimony Only

Comments:

**Testimony in Strong Support of HB 1893 — Teacher National Board Certification Incentive Program**

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Sherry Robello, and I have been a National Board Certified Teacher at Queen Kaahumanu Elementary School, Honolulu, Hawai‘i for 12 years. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

I initially pursued National Board Certification to find better ways to reach my diverse learners, but it ended up changing my entire career trajectory. Frankly, before starting the process, the everyday challenges of the job had me seriously considering leaving the profession. However, the rigorous self-reflection required by the Boards transformed my teaching, giving me the tools to help struggling students finally close their learning gaps and build genuine confidence. Seeing that profound, measurable impact on my students revitalized my passion for education. Board certification didn't just make me a more effective educator; it is the direct reason I reversed my plans to leave and am now committed to staying in Hawai‘i's classrooms for the rest of my career.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

**Sherry Robello, Teacher, Queen Kaahumanu Elementary School, Honolulu District**

**HB-1893-HD-2**

Submitted on: 3/17/2026 9:56:17 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Meredith Kuba	Individual	Support	Written Testimony Only

Comments:

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Meredith Kuba, and I am a National Board Certified Teacher at Punahou School. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

I taught high school chemistry at Kamehameha Schools Kapalama for 10 years during which I earned my National Board Certification in 2017. Through the process of becoming certified I reflected on my teaching practice, analyzed student learning, and adapted my instructional practice to better support the diversity of my students. I recertified in 2022 and am currently in the process of recertifying again. Although I currently teach at Punahou School which does not provide any financial incentive for National Board Certified teachers, I still find the process valuable to developing my teaching practice to positively impact student learning. The financial support and incentive that Kamehameha Schools provided was integral in my first step to certification.

Hawai‘i's National Board incentive program was once among the most competitive in the nation. It is no longer. States like Maryland now offer \$10,000 or more annually for NBCTs — plus additional bonuses for those who teach in high-need schools — and have seen dramatic results: Maryland experienced a 980 percent increase in teachers newly earning Board certification after strengthening its incentives. Hawai‘i has not seen comparable growth in recent years, and that gap has real consequences for students.

HB 1893 brings Hawai‘i's incentive back in line with what other leading states offer. The \$10,000 annual bonus for NBCTs — with an additional \$5,000 for those serving in high-need schools — is a direct investment in accomplished teaching and the educators who commit to staying in the classroom.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai'i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Meredith T. Kuba, Ph.D.

Punahou School

AP Chemistry and Chemistry

mkuba@punahou.edu

## HB 1893 — Teacher National Board Certification Incentive Program

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Kristina Lee, and I am a National Board Certified Teacher at Moanalua Middle School, Central, Hawai'i. I am writing in **strong support** of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

Through the National Board Certification process, I learned more about myself as an educator and teacher leader. The power and practice of reflection impacts growth and learning not just for teachers, but drills all the way down to students. I could see how my preparation and planning greatly influenced my instruction, student engagement and ultimately their learning. I grew as a teacher leader, supporting my colleagues and building professional relationships that foster long term commitment to our students, our school, and our community.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai'i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai'i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Kristina Lee

National Board Certified Teacher (2009 & 2019)

Moanalua Middle School

Central District

**HB-1893-HD-2**

Submitted on: 3/17/2026 10:45:35 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Janice Avellana	Individual	Support	Written Testimony Only

Comments:

I am writing in support of HB 1893. As of this writing, I have been a teacher in Hawaii’s Public School System for 20 plus years. I hold a Bachelor’s Degree in Fine Arts, as well as a Master’s Degree of Education in Teaching (MEdT). Despite those achievements, it wasn’t until 4 years ago—when I became a National Board Certified Teacher—that I made the actual commitment to stay in this profession. The NBCT process helped me feel positive about staying in this profession that is often looked down upon, and made me proud to join the ranks of many other highly qualified teachers. Upon completion of my National Board Certification, I finally decided I would finish out my profession and retire as a public school teacher with the Hawaii State Department of Education. Not only did the process help me find a community of reflective teacher leaders that shared my ambition and drive to sharpen my teaching skills, but also finally compensated me financially, to bring me closer to a pay level that matches my level of education and experience. As a Hawaii National Board Certified Teacher, I would welcome fairer financial compensation in the form of a higher yearly NBCT bonus. This would be one significant step towards rewarding highly qualified teachers with advanced teaching licenses and give them incentive to commit their professional lives to teaching, adding dignity to their chosen life’s work and tangible means for them to support themselves and their families.

**HB-1893-HD-2**

Submitted on: 3/17/2026 10:59:25 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Errin Sandobal	Individual	Support	Written Testimony Only

Comments:

**HB 1893 — Teacher National Board Certification Incentive Program**

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

**My name is Errin Sandobal, and I am a National Board Certified Teacher at Leihoku Elementary, Leeward, Oahu, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.**

**I sought National Board Certification (NBC) to ensure my "experience" translated into the highest possible "impact." On the Leeward Coast, our students deserve nothing less than world-class instruction. The NBC process didn't just evaluate my teaching; it transformed it. My focus shifted from "What am I teaching?" to "What are my students learning?" Using evidence-based reflection, I now tailor every lesson to the specific cultural and academic needs of my students. National Board Certification provided the "second wind" I needed at the mid-career mark. It renewed my commitment to staying in the classroom for the next decade. National Board Certified Teachers (NBCTs) are an investment in stability and excellence. By supporting the NBCT incentive and candidate support programs, you are ensuring that Hawaii’s most experienced teachers stay in the classrooms where they are needed most.**

**The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.**

**Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.**

**Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.**

**Mahalo for the opportunity to testify.**

**Errin Sandobal | Grade 6 Teacher | Leihoku Elementary, Leeward**

**HB-1893-HD-2**

Submitted on: 3/17/2026 11:00:04 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Lisa A Hyatt	Individual	Support	Written Testimony Only

Comments:

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Lisa Hyatt, and I am a National Board Certified Teacher at Kahuku High and Intermediate , Windward district, Hawai‘i. I have my certification in middle school science. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

I started the NBCT journey almost 10 years ago. I did it because I wanted to become a better teacher, but honestly, because of the extra pay. The process of the national board certification makes you reflect on everything you do from meeting the needs of your individual students, to how you design your lesson, and how you improve the school that you are working in.

I wish more teachers would go through the process of the national board certification so they can grow and improve as a teacher. I understand why people don’t do it because it is a hard process that could take a few years to complete. Even if you do all the work, you still might not get your certification because it is that rigorous.

We want teachers in our schools that put in the extra effort to become the best teacher that they can in order to help our students. If we raise the bar for our teachers and pay them for their accomplishments , the whole school gets better and this benefits all of our students. We cannot keep lowering the standards of teachers in our state.

By increasing the differential for the national board certification you encourage teachers to go through the process. It makes it worth the extra effort.

Thank you for your time,

Lisa Hyatt

**HB-1893-HD-2**

Submitted on: 3/17/2026 11:03:13 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Darice Carvalho	Individual	Support	Written Testimony Only

Comments:

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

**My name is Darice Carvalho and I am a newly National Board Certified Teacher at Waimea Elementary School on the island of Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.**

**I see myself as a lifelong learner, and I believe that in order to positively impact student learning, I must continually grow in my own practice. Pursuing National Board Certification was a natural extension of that belief. I wanted to deepen my instructional expertise, refine my craft, and demonstrate that I meet the standards of an accomplished educator. For me, this process was not about a title—it was about becoming more effective for my students.**

**Through this process, my teaching is more intentional and reflective. I analyze student work more closely, use evidence to guide my instructional decisions, develop meaningful assessments that drive and refine my instruction, and differentiate more effectively to meet the diverse needs of my students.**

**Even after completing the process, I continue to reflect, refine, and improve my teaching practices. National Board Certification did not mark the end of my growth—it reinforced my commitment to continuous improvement for the benefit of my students.**

**The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.**

**Many states such as California, Texas, Maryland, and New Mexico have strengthened their incentive programs for National Board Certified Teachers, providing annual stipends well above \$5,000 along with additional support for teachers serving in high-needs or rural schools, to recruit and retain accomplished teachers**

**As other states continue to raise the bar, it is important that we remain competitive. Without comparable incentives, we risk losing highly qualified, National Board Certified Teachers to states that offer stronger financial support and professional recognition.**

**Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.**

**Every student in Hawai'i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.**

**Mahalo for the opportunity to testify.**

**Darice Carvalho,nbct, Waimea Elementary School, Hawaii**

**HB-1893-HD-2**

Submitted on: 3/17/2026 11:09:26 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Melissa Ching	Individual	Support	Written Testimony Only

Comments:

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

**My name is Melissa Ching, and I am a National Board Certified Teacher at Princess Victoria Ka‘iulani Elementary School in Honolulu District. I am writing in strong support of HB 1893 HD1 to increase the National Board Certified Teacher (NBCT) incentive from \$5,000 to \$10,000 annually. I urge this committee to pass it.**

**I first earned my National Board Certification in 2019. It was one of the most rigorous professional challenges of my career. Unlike many professional development programs, the National Board process requires a deep, evidence-based demonstration of teaching practice. I completed this journey alongside a cohort of dedicated teachers. To this day, we remain in contact, trading resources, learning opportunities, and supporting one another’s growth.**

**Maintaining my certification has transformed me into a more reflective practitioner. My growth has been specifically tailored to meet the unique needs of my school’s population in two vital areas:**

- 1. Bridging the Digital Divide: Many of my students face significant barriers to technology and high-speed internet at home. I have dedicated my practice to ensuring these students develop the critical digital literacy skills they need to remain competitive. By integrating these skills into the daily curriculum, I am ensuring that a lack of resources at home does not result in a lifelong achievement gap. Beyond basic literacy, I leverage specific digital tools to provide instructional supports to accelerate learning gains for our most vulnerable students.**
- 2. Agricultural & Career Education: I have integrated agricultural education into my curriculum through hands-on learning. This connects STEM (Science, Technology, Engineering, Math) education, health education and Career and Technical Education (CTE) to the land, providing my students with tangible skills that are culturally relevant and economically vital to Hawaii’s future.**

**The current \$5,000 incentive has stayed stagnant for years while the cost of living has risen and the demands on teachers have increased significantly. Doubling this incentive to \$10,000 sends a clear message that expertise and excellence are valued. This is an essential**

**reinvestment in teachers who have proven they can elevate instruction and transform students' classroom experiences.**

**I urge you to pass this measure to ensure Hawaii can recruit and retain the highly reflective, master-level teachers our keiki deserve.**

**Mahalo for your time and for your support of Hawaii's educators.**

**Sincerely,**

**Melissa Ching**

**HB-1893-HD-2**

Submitted on: 3/17/2026 11:36:13 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
shelly cassler	Individual	Support	Written Testimony Only

Comments:

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

**My name is Shelly Cassler, and I am a National Board Certified Teacher at King Kaumualii Elementary, Kauai, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.**

**I decided to pursue National Board Certification because I had maxed out my pay raises on the professional development scale. I felt like National Board Certification would be the next step for me, professionally and to increase my pay.**

**Though I was initially drawn to the certification because of the pay incentive, I quickly found that the process is what made me a stronger teacher. I became more reflective on my teaching, adjusting as I analyzed student data. This in turn significantly increased student growth and performance. I basically started running my own data cycle for various areas within my classroom and seeking other professional development opportunities to help me in areas I needed growth in. What I thought would be a one-time certification became a new outlook on teaching for me.**

**The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.**

**My initial certification was for 10 years. I have since recertified but the new certification is only for 5 years. The decrease in certification time affected the overall pay incentive. This has made me question whether I want to maintain my certificate. Though I know the process is powerful, it takes so much additional time on top of my already full day as a teacher. An increase in bonus would help keep National Board teachers, including myself, maintaining their certificate and draw new teachers to becoming certified.**

**Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.**

**Mahalo for the opportunity to testify.**

**Shelly Cassler | 1st Grade Teacher | King Kaumualii Elementary, Kauai**

**HB-1893-HD-2**

Submitted on: 3/17/2026 11:38:29 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Jackie Jarrell	Individual	Support	Written Testimony Only

Comments:

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Jackie Jarrell and I am a National Board Certified Teacher at the Waipahu campus of Hawaii Technology Academy, a charter school in the Leeward area of Oahu, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

I became a National Board certified teacher in Maryland in 2014 and when I moved to Hawaii in 2021, I returned to the classroom, excited to apply my learning from my five years out of the school where I supported, coached, and mentored new teachers. In 2024, I achieved maintenance of my certification and was again struck by how that process continues to inform not only my practice and collaboration over a decade later, but the learning of our keiki.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Jacquelyn Jarrell | Teacher | Hawaii Technology Academy, Charter School | [jjarrell@myhta.org](mailto:jjarrell@myhta.org)



**HB-1893-HD-2**

Submitted on: 3/17/2026 12:13:43 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Xiaochen Gong	Individual	Support	Written Testimony Only

Comments:

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

**My name is Xiaochen Gong, and I am a National Board Certified Teacher at Ali'iolani Elementary, Honolulu, Hawai'i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.**

My own journey to certification took three years of rigorous work. While the process was undeniably challenging, it was also the most transformative professional development of my career. It did more than just validate my skills; it fundamentally reshaped how I show up for my students.

Since I started to pursue the certification, the shift in my classroom has been tangible. By applying the evidence-based practices required by the National Board standards, I have seen student's growth in core areas such as language skills, mathematics and reading. Because the certification process focuses so heavily on student-centered learning, my students are more involved and motivated in their daily lessons.

The impact of this certification extends beyond my students. I have received increased praise and positive feedback from both service providers and parents, who recognize the heightened quality of instruction. Most importantly, this process has renewed my commitment to this field. I can say with confidence that this journey helped me grow into the educator I always hoped to be, and **I now plan to remain in this profession until my retirement.**

**The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai'i district needs.**

**Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.**

**Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.**

**Mahalo for the opportunity to testify.**

**Xiaochen Gong**

**SPED Teacher**

**Ali‘iolani Elementary**

**Honolulu, Hawaii**

**HB-1893-HD-2**

Submitted on: 3/17/2026 11:48:25 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Dr. Pascale Creek Pinner	Individual	Support	Written Testimony Only

Comments:

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Dr. Pascale Creek Pinner, and I am a National Board Certified Teacher at Hilo Intermediate School, Hilo, Hawai‘i. I am writing in **strong support** of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

I have been a National Board certified teacher since 2002 and I’m in the process of completing the renewal of my certification which will take me to 2032 – a total of 30 years as a National Board Certified science teacher. The reflective process embedded in National Board Certification ensures that you look at student needs, student strengths, and then explore how your classroom can provide students true opportunities to grow. My students have excelled in science, and I can truly say that I have affected several generations of students during my 38 years of teaching science at Hilo Intermediate School. I have seen them go on to a variety of meaningful careers in our community, and I’ve had the pleasure of teaching their children AND their grandchildren. I continue to grow as a teacher and learner, and I attribute that to the process of Board certification and the maintaining of my certificate over these last 25 years, which in turn has supported me in STAYING in the teaching position I am in.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Dr. Pascale Creek Pinner, N.B.C.T.

National Teachers Hall of Fame Inductee 2025

Albert Einstein Distinguished Educator Fellow

Hawaii State Teacher of the Year

Presidential Awardee Mathematics/Science (PAEMST)

Hilo Intermediate School, Hilo, Hawaii

**HB-1893-HD-2**

Submitted on: 3/17/2026 12:15:18 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Lisa L Espiritu	Individual	Support	Written Testimony Only

Comments:

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Lisa Espiritu, and I am a National Board Certified Teacher at Nimitx Elementary School. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

Becoming a National Board certified teacher was the greatest professional development I have gone through. The process helped me to reflect on my teaching practices and greatly improve my practice. Maintaining my certification helps me to be the best teacher I can for my students. I know the impact National Board has on classrooms, and would love to see more NBCTs in Hawaii schools.

With the high cost of living in Hawaii, it is difficult to retain teachers. Increasing the annual bonus will help to retain our National Board certified teachers and encourage more teachers to become certified, which translates to increased student impact.

I personally work two part-time jobs in addition to my full time teaching position. I do this to be able to provide for my family. The increase in bonus would allow for me to work a little less at those jobs, and keep my focus where it is most important, my students.

I strongly encourage you to advance HB1893. Mahalo for your time and the opportunity to submit testimony.

Sincerely,

Lisa Espiritu

**HB-1893-HD-2**

Submitted on: 3/17/2026 12:27:22 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Jamie Kubo	Individual	Support	Written Testimony Only

Comments:

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Jamie Kubo, and I am a National Board Certified Teacher at Red Hill Elementary School, Central District, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

I’ve always believed that the best teachers are the best learners. National Board Certification sharpened my ability to reflect on why I teach the way I do, ensuring every lesson serves a specific student need. As a leader, it has been inspiring to see this ripple across our campus. With so many of us now holding this high standard, we aren’t just teaching better individually; we are transforming our school culture. We see the proof of this work in our results: our students are succeeding, and the achievement gap is finally closing.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Jamie Kubo, Curriculum Coordinator

Red Hill Elementary, Central District

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 1:16:01 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Nicole Suzuki	Individual	Support	Written Testimony Only

Comments:

**HB 1893 — Teacher National Board Certification Incentive Program**

**Chair Todd, Vice Chair Takenouchi, and Members of the Committee:**

**My name is Nicole Suzuki, and I am a National Board Certified Teacher at Honouliuli Middle School, Leeward District, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.**

**I was drawn to pursue National Board Certification because I heard that the purpose of the certification process was to help teachers grow in their professional practice and teaching craft. I was also motivated by the financial incentive offered by the DOE as Hawai‘i’s teachers are among the lowest paid in the nation when compared to cost of living. Achieving National Board Certification is an intensive, optional, and expensive process teachers can undertake that has a direct benefit to students.**

**Through the certification process, I was prompted to reflect more critically and deeply about the lessons I was teaching and how to best meet the individual needs of my students. I modified writing strategies I had previously used and methods of providing students feedback to be more effective. I was prompted to focus more intentionally on each of my students, and I learned about where to access information that would help me better serve their individual needs. Through this professional development experience, I have also grown as a teacher leader and am better able to lead my school’s Social Studies department and mentor colleagues in need of support. I was able to develop and sustain a plan to increase student writing through all Social Studies classes at our school where students are learning to think critically about historical questions, apply their learning, and articulate their opinions. Additionally, my students consistently score highest in my grade level for ELA on their annual Smarter Balanced Assessments and I have had students receiving Special Education and English Language services, who had previously never passed the assessment, pass their test. The joy and pride of accomplishment these students feel when they have finally achieved something they previously thought out of reach is truly special. This increased achievement indicates that my students have made significant gains in one school year and helps to close the achievement gap. I attribute this gain to my abilities to support their growth and learning throughout the school year as a result of my learning through the NBCT process.**

**The growth my students experience is not unique for students taught by NBCTs. The research behind this investment in teachers and education is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.**

**Extending eligibility to public charter school teachers is an equally important step. I taught at a public charter school for 10 years before moving to the DOE, and charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.**

**Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.**

**Mahalo for the opportunity to testify.**

**Nicole Suzuki  
8th grade ELA and SS teacher, Social Studies Department Head  
Honouliuli Middle School  
Leeward District, O‘ahu  
nicolelaprade@gmail.com**

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 2:07:41 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Mari Sato	Individual	Support	Written Testimony Only

Comments:

**HB 1893 — Teacher National Board Certification Incentive Program**

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

My name is **Mari Sato**, and I am a National Board Certified Teacher at **Enchanted Lake Elementary School in Kailua**, Hawai‘i. I am writing in strong support of **HB 1893 HD2**. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

Pursuing National Board Certification forced me to look at my practice through a microscope, shifting my focus from what I was teaching to what my students were actually learning. I was able to integrate rigorous ELA standards into my students' Project-Based Learning on Kaelepulu Pond. My students conducted research and did field studies on the drains around the pond, and will present their findings to the Enchanted Lake Residents Association. My students at **Enchanted Lake Elementary** deserve real-world learning that integrates the standards.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.

Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

**Mari Sato**  
**Academic Coach, GT Teacher**  
**Enchanted Lake Elementary**  
**Kailua, Hawaii**

**DRAFT**

**HB-1893-HD-2**

Submitted on: 3/17/2026 2:36:14 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Alison Awai	Individual	Support	Written Testimony Only

Comments:

**HB 1893 — Teacher National Board Certification Incentive Program**

Aloha,

**My name is Alison Awai, and I am a National Board Certified Teacher (NBCT) in the area of Literacy–Early and Middle Childhood. I teach 3rd grade at Jefferson Elementary School in Waikiki in the KMR District. I am writing in strong support of HB 1893 HD1, and I urge this committee to pass it.**

**Before becoming an NBCT I didn’t know how to teach, except by the book. As a result of becoming Board Certified, I had a myriad of teaching strategies, which engaged students and made teaching/learning fun. I gained confidence to branch out into project-based learning (PBL), integrating STEM with ELA activities.**

**Two years ago, in a PBL Unit, students learned about biomimicry and used a 3D printer to make a net to catch plankton from the Ala Wai Canal. Groups made stick puppets, wrote a script and put on a show that had “plankton police” who watched out for the *opae huna* or native shrimp that we caught from the Canal. Students developed a sense of *kuleana*, or responsibility for the place, and a deepened *malama* for local animals as a result.**

**That Dec, my class’ median growth on our Universal Screener in overall reading was 136%; 50% was expected at the halfway point. Providing meaningful, relevant, interesting, place-based, hands-on activities across curriculum, integrating Science and ELA is something I became capable of doing as a result of being an NBCT. I believe the extra funds you provide as an incentive will motivate teachers to become Nationally Board Certified could make all the difference in the world for our *keiki*.**

**Mahalo for your consideration,**

*Alison Awai*

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 3:09:08 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Julie T.	Individual	Support	Written Testimony Only

Comments:

HB 1893 — Teacher National Board Certification Incentive Program

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Julie, and I am a National Board Certified Teacher at Waikiki Elementary, Honolulu District, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms. This reflective process has shown me how to effectively impact our diverse learners, while serving our growing EL population.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Julie T. | Gen Ed. | Waikiki Elementary, Honolulu District

**LATE**

TO: Chair Kim, Vice Chair Kidani and Members of the Committee

FROM: Kathy Shibuya  
NBCT in Literacy: Reading-Language Arts Early and Middle Childhood

DATE: March 17, 2026

RE: HB 1893 — Teacher National Board Certification Incentive Program

My name is Kathy Shibuya, and I am a National Board Certified Teacher (NBCT) at King Kaumualii Elementary on Kaua'i. I strongly urge you to support HB 1893 HD2 to improve Hawai'i's public education system.

I entered the teaching profession because I wanted my life's work to be meaningful—something that would make a lasting, positive impact on future generations. Pursuing National Board Certification was a natural extension of that commitment. It is the most respected and rigorous advanced teaching credential in the United States and is widely recognized as the gold standard of teaching excellence.

Earning this certification was one of the most challenging accomplishments of my life—more demanding than earning my MBA or passing the CPA exam. The process requires hundreds of hours of deep reflection, detailed analysis of teaching practice, and demonstration of measurable student impact. It is intellectually, financially and emotionally demanding.

While initial certification fees are reimbursable upon successful completion, the \$550 Maintenance of Certification (MOC) renewal fee is not. Currently, NBCTs receive a \$5,000 annual differential. However, when weighed against the time, cost, and ongoing commitment required to maintain certification, this incentive is not sufficient to attract or retain more teachers in the program. Increasing the differential to \$10,000 would make certification a far more viable and appealing investment for educators.

From the State's perspective, this investment has the potential to yield significant returns for our schools and students. National Board Certification strengthens teaching practice, fosters instructional leadership, and drives school-wide improvement. For example, through my certification maintenance work, I completed Lexia LETRS training, which deepened my understanding of structured literary and phonics-based instruction. I used that knowledge to advocate for needed changes and support my school's transition to a phonics-based approach that contributed to measurable gains in student reading achievement. I have also applied my training to push for similar improvements in math instruction.

Research consistently demonstrates the impact of NBCTs:

- Students taught by NBCTs gain an additional one to two months of learning each year.
- In Mississippi, kindergarten students taught by NBCTs were 31% more likely to reach literacy proficiency.
- NBCTs leave the profession at one-third the rate of their peers, significantly improving teacher retention.

At a time when Hawai'i faces ongoing teacher shortages and achievement gaps, these outcomes are critical. Supporting NBCTs is a proven, evidence-based strategy to improve both student success and teacher stability.

Every student in Hawai'i deserves access to highly accomplished teachers who are committed to continuous growth and excellence. HB 1893 HD2 moves us closer to that goal by making National Board Certification more attainable and sustainable.

I respectfully urge this committee to pass HB 1893 HD2.

Thank you for the opportunity to testify.

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 3:25:46 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Jennifer Sarpi	Individual	Support	Written Testimony Only

Comments:

HB 1893 — Teacher National Board Certification Incentive Program

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Jen Sarpi, and I am a National Board Certified Teacher at Pearl Ridge Elementary School, Central District, Hawai'i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

National Board Certification has helped me to be more planned and intentional in my services that I provide to students. It is also a way to encourage highly qualified staff to continue in the field. This initiative will be beneficial to the public education students in Hawaii.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai'i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai'i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Jennifer Sarpi

School Counselor

Pearl Ridge Elementary School

Central District

Hawaii DOE

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 3:53:40 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Crystal Alejandro	Individual	Support	Written Testimony Only

Comments:

**My name is Crystal Alejandro, and I am a National Board Certified Teacher at Ho‘okele Elementary School in the Leeward District of Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this important bill, which recognizes the value of National Board Certified Teachers (NBCTs) in all of our classrooms.**

**I pursued my National Board Certification to strengthen my instructional practices, deepen my professional growth through continuous reflection, and better analyze and respond to the diverse needs of my students. Through this journey, I developed the ability to closely examine student work and provide timely, meaningful feedback. As a result, I have seen measurable growth in my students’ academic performance. Just as importantly, my students have learned to engage in self-reflection, making their learning more meaningful and empowering them to take ownership of their progress.**

**Achieving National Board Certification has not only improved my teaching, but it has also challenged me to grow as a lifelong learner alongside my students. These skills have allowed me to help close academic gaps while building strong, meaningful relationships—something I believe is especially important as a homegrown teacher serving our local community. This experience has also reaffirmed my commitment to remain in the teaching profession long-term, with a renewed sense of purpose and dedication to my students and their futures.**

**The research supporting this investment is compelling. Students taught by National Board Certified Teachers gain one to two additional months of learning per school year compared to their peers. In Mississippi, kindergarten students with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. Additionally, NBCTs leave the profession at one-third the rate of their peers—an important factor in addressing teacher retention challenges across Hawai‘i.**

**Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision helps close an equity gap that should not exist.**

**Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and a commitment to continuous growth. HB 1893 moves us closer to that goal. I respectfully urge this committee to advance this measure.**

**Mahalo for the opportunity to testify.**

**Crystal Alejandro, NBCT**

**Grade 4 Inclusion Teacher**

**Ho'okele Elementary School**

**Leeward District**

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 4:09:46 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Shanna Nakamura-Heaton	Individual	Support	Written Testimony Only

Comments:

HB 1893 — Teacher National Board Certification Incentive Program

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Shanna Nakamura-Heaton, and I am a National Board Certified Teacher at Aliiolani Elementary School, Honolulu, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

Pursuing National Board Certification started as a professional challenge, but it quickly became a turning point in how I understood my students and my role as a teacher. I wanted to improve my practice, but more importantly, I wanted to be more intentional—about what I taught, how I taught it, and how I knew my students were actually learning.

One of the biggest shifts came from analyzing my own teaching through video and student work. I realized that I was doing most of the thinking in the classroom. My lessons were organized and well-paced, but I wasn’t consistently creating space for students to wrestle with ideas or explain their thinking.

A specific moment that stands out happened during a lesson discussion. Before certification, I might have accepted a quick, correct answer and moved on. After going through the process, I paused and asked the student to explain their reasoning—and then asked others if they agreed or saw it differently. What followed was a much deeper conversation, with students building on each other’s ideas. One of my quieter students, who rarely participated, spoke up to challenge an answer—and was right. That moment shifted my expectations. I saw how capable my students were when I stepped back and gave them ownership.

Board certification also influenced how long I planned to stay in teaching. Like many educators, I had moments where I questioned sustainability. The process re-energized me. It reminded me that teaching is complex, intellectual work that can continue to grow and evolve. It made me more likely to stay—not because the job got easier, but because it became more meaningful.

In terms of leadership, certification gave me both confidence and responsibility. I became more reflective and more comfortable opening my classroom to colleagues. I started mentoring newer teachers, leading conversations about student work, and contributing to school-wide decisions

about instruction. It shifted my role from working in isolation to being part of a professional community focused on improvement.

My students ultimately gained the most. They didn't just gain content knowledge—they developed skills in thinking, explaining, and taking ownership of their learning. I saw growth especially in students who didn't initially see themselves as “strong” learners. When I changed my approach, they changed their engagement. The quieter student who challenged her peers, the student who revised their work multiple times because they understood the goal—those are the outcomes that stayed with me.

National Board Certification didn't just validate my teaching; it transformed it. And that transformation showed up every day in my classroom, in my students' confidence, and in the way we learned together.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai'i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai'i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Shanna Nakamura-Heaton | Teacher | Aliiolani Elementary, Honolulu District

**LATE**

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Laura Ginoza, and I am a National Board Certified Teacher at Pearl City Elementary School, in Pearl City, Hawai'i. I am writing in **strong support** of HB 1893 HD1, and I urge this committee to pass it.

I was drawn to pursue certification through the National Board for Professional Teaching Standards as a way to strengthen and solidify my teaching practice. The National Board process is rigorous and deeply reflective. It requires careful analysis of instructional decisions, student work, assessment data, and classroom interactions. This process often takes upwards of 200+ hours because you are forced to examine not only what you teach, but how and why you teach it. This intentional reflection ultimately helps you become a more thoughtful, effective educator.

As a National Board Certified Teacher, I understand that each learner enters the classroom with unique experiences, cultural backgrounds, abilities, and interests that shape how they learn. It is my responsibility to recognize and respond to these differences. I believe that all students can learn and grow when provided with high expectations, meaningful support, and a positive learning environment.

To meet my students' diverse needs, I intentionally analyze their strengths, areas for growth, interests, and learning profiles. I use this knowledge to design instruction that is purposeful, differentiated, and engaging. By adapting content, process, and assessment, I ensure that each student has access to rigorous learning opportunities while receiving the support necessary for success.

In my classroom, I cultivate a safe, inclusive, and equitable environment where all students feel valued and respected. I understand that strong relationships are foundational to learning and work to build trust with and among my students.

Finally, I see myself as a lifelong learner. I actively seek professional development opportunities, collaborate with colleagues, and continuously reflect on my practice. I strive to deepen the rigor and relevance of my instruction so that I can maximize my impact on student learning. National Board Certification is not simply a credential; it represents an ongoing commitment to growth and service to my students.

Hawai'i's National Board incentive program was once among the most competitive in the nation. It is no longer. States like Maryland now offer \$10,000 or more annually for NBCTs — plus additional bonuses for those who teach in high-need schools — and have seen dramatic results: Maryland experienced a 980 percent increase in teachers newly earning Board certification after strengthening its incentives. Hawai'i has not seen comparable growth in recent years, and that gap has real consequences for students.

HB 1893 brings Hawai'i's incentive back in line with what other leading states offer. The \$10,000 annual bonus for NBCTs — with an additional \$5,000 for those serving in high-need schools — is a direct investment in accomplished teaching and the educators who commit to staying in the classroom.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Laura Ginoza  
Librarian & ELL Coordinator  
Pearl City Elementary  
Leeward District  
babyginoza@yahoo.com

[

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 4:59:04 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Donna Soriano	Individual	Support	Written Testimony Only

Comments:

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

**My name is Donna Soriano, and I am a National Board Certified Teacher at Wai‘anae Elementary School, in the Leeward District - Nānākuli- Wai‘anae Complex in Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.**

**I pursued National Board Certification because I wanted to become more intentional and reflective in my practice — not just doing engaging STEM activities, but truly understanding why they mattered for my students in Wai‘anae. Teaching in a Title I school with over 450 Pre-K to 6th grade students, I felt a deep responsibility to ensure every lesson was meaningful, culturally relevant, and accessible to all learners.**

**The process pushed me to shift from “activity-based” teaching to evidence-based, student-centered instruction. I became more deliberate about analyzing student thinking, differentiating instruction, and designing lessons that connected to my students’ lived experiences — whether that meant tying engineering challenges to our coastline, our community, or real-world problems they could see and feel.**

**One moment that stands out was during a STEM engineering challenge where students were designing wind-powered cars. Before National Board, I would have focused on whether the cars “worked.” But through the process, I learned to focus on student thinking and discourse. I paused the activity and had students share their designs and reasoning. One of my quieter students — who typically struggled academically — explained how changing the angle of the propeller blades affected speed. That moment shifted the entire lesson. Other students began asking questions, testing ideas, and revising their designs based on evidence, not just trial and error. That student, who rarely spoke up, became a leader in that moment. It reminded me that when we center student voice and thinking, we uncover brilliance that might otherwise go unseen.**

**The process to National Board Certification was challenging, but it reignited my purpose. It reminded me that teaching is not just about delivering content — it’s about shaping opportunities and expanding what students believe is possible for themselves. In a community like Wai‘anae, where many of my students face significant challenges, National Board Certification strengthened my belief that high-quality teaching can be life-changing.**

**It made me want to stay longer, grow more, and continue advocating for my students and my colleagues.**

**My students gained more than just STEM skills — they developed confidence, voice, and identity as problem-solvers. I've seen students who once doubted themselves become engineers, designers, and leaders in our classroom. Students who struggled in traditional academic settings thrived when given the opportunity to build, create, and think critically. One of the most powerful shifts has been seeing my students take ownership of their learning — asking questions, testing ideas, and persevering through challenges. In Wai'anae, where many of my students don't always see themselves represented in STEM fields, this matters deeply. They're not just learning content — they're beginning to see what they're capable of becoming.**

**The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai'i district needs.**

**Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.**

**Every student in Hawai'i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.**

**Mahalo for the opportunity to testify.**

**Donna Soriano | PK-6 STEM Educator | Wai'anae Elementary - Leeward District**

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 4:34:10 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Joy Paul	Individual	Support	Written Testimony Only

Comments:

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

My name is Joy Paul. I am a teacher at Holualoa Elementary School in Kona on Hawai'i Island. I am submitting testimony in support of HB 1893 HD2, which seeks to increase the pay bonus for National Board Certified Teachers from \$5000 to \$10,000.

A National Board Certification is the highest certification to be obtained in the teaching field. As it's name suggests, it is a National Certification, placing those skilled educators in Hawai'i amongst the top educators in the nation.

Hawai'i continues to strive for stronger student outcomes. However, when considering cost of living, Hawai'i continues to be one of the lowest-paying states for teachers. One of the best ways to improve student outcomes is to invest in highly trained, highly skilled educators. National Board Certified teachers have proven their effectiveness as educators through the rigorous certification process. Furthermore, they continue to demonstrate their effectiveness through a national maintenance program every 4-5 years. I have recently renewed/maintained my National Board Certification, and it remains one of the best professional developments in this career.

Research consistently shows that well-trained teachers play a crucial role in closing the achievement gap for learners. However, the persistent shortage of qualified teachers has made it difficult to provide consistent, high-quality support.

By increasing the pay differential, this bill will attract and retain skilled teachers. Competitive compensation rewards the specialized training and expertise required to effectively support students and will lead to increased teacher retention and less turnover. Investing in our teachers directly benefits students, schools, and communities by promoting educational equity and improving long-term academic outcomes.

For these reasons, I urge the Legislature to pass this bill and fully fund the proposed pay differentials. Doing so will help ensure that Hawai'i's students receive the educational opportunities they deserve. This is even more pertinent to outer-island students like those I serve. We are consistently understaffed, and our students pay the cost. Please invest in education with this bill that supports highly qualified and specialized teacher retention.

Thank you for the opportunity to submit testimony in support of this bill.

Respectfully,

Joy Paul

National Board Certified Teacher

**LATE**

## HB 1893 — Teacher National Board Certification Incentive Program

Chair Todd, Vice Chair Takenouchi, and Members of the Committee:

My name is Matthew Moustakas, and I am a National Board Certified Teacher at Kealakehe Intermediate, Hawai'i district, Hawai'i. I am writing in **strong support** of HB 1893 HD1, and I urge this committee to pass it.

I was drawn to the National Board Certification because I wanted to improve my teaching practice. I have been teaching special education for nine years. I have always wanted to break the cycle of learning stagnancy for my special education students. I wanted to create a learning program that could effectively meet the needs of my students. That is where the National Board certification comes in. The process allowed me to reflect and refine my teaching practice and program. There have already been results. For example, I had a student who entered sixth grade at the Kindergarten reading level and has now improved so dramatically to be now testing at the 5th-grade level as an 8th-grader. For him, this was life-changing and has dramatically changed his attitude and performance at school. This is not an isolated incident, and many more stories can be shared.

If it weren't for the skills and development of my teaching practice, the student successes would not have been possible. This is why I strongly urge you to pass HB 1893 because becoming Nationally Board-certified will help all educators improve their teaching practices and ultimately improve student outcomes.

Mahalo for the opportunity to testify.

Matthew Moustakas

Special Education Department Chair, Kealakehe Intermediate, Hawai'i,  
[matthew.Moustakas@k12.hi.us](mailto:matthew.Moustakas@k12.hi.us)

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 6:21:42 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Janice Lee	Individual	Support	Written Testimony Only

Comments:

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

**My name is Janice Lee and I am a National Board Certified Teacher (NBCT) at Mililani Uka Elementary School. With over 20 years of service within the Hawai'i State Department of Education, I am writing to express my strong support for HB 1893.**

**In my two decades of teaching, the National Board Certification process stands out as the most demanding and transformative professional development I have ever experienced. It shifted my focus from simply delivering a curriculum to engaging in deep, evidence-based reflection, teaching me to measure my success by the specific growth and achievement of every student in my classroom.**

**It is important to recognize that National Board Certification is not a static achievement or a one-time degree. To maintain this "gold standard" status, I must successfully complete a rigorous Maintenance of Certification process every five years. This requires me to pay my own application fees and undergo an intensive peer-review process to prove that my teaching practices remain at the top of the field. By increasing the bonus for NBCTs, HB 1893 acknowledges this ongoing commitment to excellence and ensures that our state's most accomplished educators are supported as they continuously refine their craft.**

**Beyond the personal commitment of the teacher, this bill represents a proven investment in student outcomes. National research consistently demonstrates that students taught by NBCTs make higher gains in less time, particularly in high-need subject areas. In an era where we face critical teacher shortages and high turnover rates, this bonus serves as an essential retention tool. It provides a tangible, financial reason for our most experienced and effective educators to stay in the classroom where they are needed most, rather than moving into administration or leaving the profession entirely.**

**Every student deserves to be taught by a teacher who has demonstrated excellence and remains committed to professional growth. HB 1893 makes that goal more achievable by properly valuing the expertise that NBCTs bring to our schools every day. I respectfully urge this committee to advance this bill and invest in the quality of instruction our students receive.**

**Mahalo for the opportunity to testify.**

**Janice Lee**

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 6:39:26 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Jun Wu	Individual	Support	Written Testimony Only

Comments:

Aloha, my name is Jun , and I am a National Board Certified Teacher at Baldwin High School, Maui, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

I was at a crossroad in my teaching career and wanted confirmation that I am a good teacher, so I applied for Board certification. Through much introspection and research, I was able to understand what makes a teacher a good teacher. I went through the rigorous process and got that confirmation I needed. Since then, I have exceeded expectations in every EES process. Having been the only board certified teacher in my previous three school in the entire staff, I am always trying to impress on my fellow teachers to start the process of self-improvement. The initial investment in time and money is huge. With this beater incentive, it will be an easier sell to keep teacher in the profession - and reaching for the top of the profession. In the final calculus, all our keiki will benefit from having proud accomplished National Board Certified teachers!

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 8:01:08 PM  
Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Shareen K Murayama	Individual	Support	Written Testimony Only

Comments:

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Shareen K. Murayama and I am a poet and National Board Certified Teacher at Kaiser High School, Honolulu, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

I was a textbook case. A teacher who left the DOE in year 5 for the private industry. I returned to the DOE after a successful career as an independent contractor to take care of my aging parents, but the first thing I did to validate my love for teaching: become a national board certified teacher. I also run a new to campus teacher onboarding program, and have increased teacher retainment from 30% to 77% since COVID.

But new teachers are not staying.

New teachers are not interested in national certification because the \$5000 is not enough.

New teachers are working part time jobs after working full time on campus and making MORE MONEY per hour as a concierge at restaurant or hotel.

New teachers can do the math.

They know they can MAKE MORE MONEY for LESS HOURS. They will miss the students, and the students who LOVE all new, young teachers, will miss them, too.

Give the teachers a chance to stay in a profession they are gifted to be in!

Give the students a chance to be a taught by passionate, innovative teachers!

HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Shareen K. Murayama

International Baccalaureate Middle Years Programme Coordinator Curriculum Coordinator

Henry J. Kaiser High School, Honolulu, Hawai'i

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 8:49:32 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Cindy Deuz	Individual	Support	Written Testimony Only

Comments:

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

**My name is Cindy Deuz, and I am a National Board Certified Teacher at Red Hill Elementary, Central District, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms. This bill will ensure that highly qualified teachers will stay in the profession which will benefit our keiki and enable them to be ready for the high-wage, high-demand careers in Hawaii.**

**The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.**

**Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.**

**Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.**

**Mahalo for the opportunity to testify.**

**Cindy Deuz, NBCT**

**Grade 4 Teacher | Red Hill Elementary | Central District**

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 9:30:51 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Micah Benavitz	Individual	Support	Written Testimony Only

Comments:

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

**My name is Micah Benavitz, and I am a National Board Certified Teacher at Mililani High School, Central District, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.**

**The reason why I pursued a National Board Certification was to become a better educator, and the process helped me improve by learning various teaching strategies of differentiation to assist the diverse learners in the classroom. Through this experience I was able to incorporate higher level assessments to demonstrate students understanding of analytical, writing, and persuasive skills. The program also helped me grow as an educator by collaborate with other National Board Certified teachers and learn new teaching methods.**

**It took me four years and three retakes to become certified. Each retake I had to pay out of pocket which is about \$400 per component. When a student recieves a low grade in my class, I am able to share my experience with my them and I emphasize to them to never give up, and if we fail on an assignment we should learn from it. Because we learn more from failure than success.**

**The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.**

**Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.**

**Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.**

**Mahalo for the opportunity to testify.**

**Micah Benavitz**

**LATE**

**HB-1893-HD-2**

Submitted on: 3/17/2026 9:57:20 PM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Bryan Silver	Individual	Support	Written Testimony Only

Comments:

**My name is Bryan Silver, and I am a National Board Certified Teacher at Kalani High School, Honolulu, Hawai‘i. I am writing in strong support of HB 1893 HD1, and I urge this committee to pass it.**

**National Board Certification appealed to me because I wanted a disciplined way to prove, refine, and defend what great teaching looks like in a real Hawai‘i public school engineering classroom, not in theory. The process pushed me to tighten learning targets, use evidence more intentionally, and design reflection cycles that match how engineers iterate, which immediately improved how my students plan, test, fail forward, and communicate. I still remember watching a quiet ninth grader who used to hide behind louder teammates lead a design review with clear data and calm confidence by her Junior year, because I had learned to structure feedback, roles, and checkpoints with far more purpose through self reflection provided in a structured setting and evaluated by external parties to push my own understanding of the profession and content.**

**Board Certification also expanded my commitment to stay and lead, it validated that this work is a career-long craft and it gave me the credibility to build programs that reach beyond my room into statewide robotics events and mentorship. My students gained more than technical skills like CAD, fabrication, and programming; they gained identity as problem-solvers who can represent Kalani and Hawai‘i with pride, professionalism, and real-world readiness as we compete on National and World platforms representing the top 15% of teams.**

**As a teacher-leader, I make a point to guide colleagues through the demanding process of National Board Certification because it can feel overwhelming when you try to do it alone. The reflection and documentation are intense, and having a coach or a trusted peer to help plan, teach, and debrief lessons is often the difference between simply surviving and actually growing. The cost is also a real barrier, candidates pay out of pocket, and many of us do not certify on the first attempt. In my case, I invested more than \$4,000 and three years to earn certification, which is exactly why I believe support matters. That journey strengthened the same habits we teach students every day, goal setting, persistence, and continuous improvement, and it made me a better educator and a stronger advocate for others.**

**Hawai'i's National Board incentive program was once among the most competitive in the nation. It is no longer. States like Maryland now offer \$10,000 or more annually for NBCTs — plus additional bonuses for those who teach in high-need schools — and have seen dramatic results: Maryland experienced a 980 percent increase in teachers newly earning Board certification after strengthening its incentives. Hawai'i has not seen comparable growth in recent years, and that gap has real consequences for students.**

**HB 1893 brings Hawai'i's incentive back in line with what other leading states offer. The \$10,000 annual bonus for NBCTs — with an additional \$5,000 for those serving in high-need schools — is a direct investment in accomplished teaching and the educators who commit to staying in the classroom.**

**The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai'i district needs.**

**Bryan Silver**

**Kalani High School**

**Engineering Teacher**

**2025 Hawai'i State Teacher of the Year**

**HB-1893-HD-2**

Submitted on: 3/17/2026 10:11:26 PM

Testimony for EDU on 3/18/2026 1:00:00 PM



Submitted By	Organization	Testifier Position	Testify
Maria Guardino	Individual	Support	Written Testimony Only

Comments:

**HB 1893 — Teacher National Board Certification Incentive Program**

**Chair Kim, Vice Chair Kidani, and Members of the Committee:**

**My name is Maria Guardino, and I am a National Board Certified Teacher at Kaimuki High School, Honolulu, Hawai‘i. I am writing in strong support of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.**

**Early in my teaching career, I was invited by my colleague, Mrs. James, at Farrington High School, to attend a National Board informational meeting. We were dismayed to learn that we would need to wait a few years to begin. We promised each other that we’d go through the challenging process together.**

**Unfortunately, a few years later, my colleague unexpectedly passed away. In her honor and to keep my promise, when the time came, I embraced the journey. It was a year of giving up weekends to read, write, practice and learn. I thank Mrs. James for taking me to that informational meeting.**

**I have often thought that all teachers should become Nationally certified. I know, it sounds as though I have been brainwashed. Yet, I know, by going through the process of having to justify what I thought, why I asked a certain question of a certain student, and to justify what and how I planned, I gained a meta-cognitive approach to nearly every action I take as a teacher.**

**The board requires the thorough reflection and answering of pages and pages of questions, (I believe one of my entries was 65 pages long). It was through that process that I gained the appreciation and joy of the challenge of planning and teaching.**

**There’s a certain thrill to teaching a concept and having students learn well that is incredibly satisfying, it’s difficult to describe.**

**For example, while teaching “growth mindset” in a multilingual (English Language Learner) classroom, a student shared that he never knew he could control how he approached situations. He had thought the situation controlled him. He’ll take that lesson with him through life.**

**The research behind this investment is compelling. Students taught by National Board Certified Teachers demonstrate evidence of deeper learning nearly three times more frequently than their peers. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.**

**Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.**

**Every student in Hawai‘i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.**

**Mahalo for the opportunity to testify.**

**Maria Guardino, NBCT, Newcomer ELA/ELL Teacher,**

**Kaimuki High School**

**Honolulu**

**HB-1893-HD-2**

Submitted on: 3/17/2026 11:24:00 PM

Testimony for EDU on 3/18/2026 1:00:00 PM



Submitted By	Organization	Testifier Position	Testify
Kalelani Ogata	Individual	Support	Written Testimony Only

Comments:

As a dedicated educator working with our state’s special education population, I am writing to express my strong support for the proposed legislation to increase the National Board Certified Teacher (NBCT) annual incentive from \$5,000 to \$10,000.

While Hawaii is often called paradise, the reality for those of us on the front lines of education is a constant struggle against a **prohibitive cost of living**. Between skyrocketing housing costs, record-high inflation, and the rising burden of medical coverage, the current \$5,000 stipend—much of which is unfortunately eroded by taxes—no longer provides the meaningful financial relief it once did.

Increasing this stipend is not just about a paycheck; it is about recognizing **professionalism and excellence**. In the private sector, professionals are routinely rewarded with annual bonuses for high performance and advanced certifications. Teachers, however, rarely see such incentives. Those of us who have undergone the rigorous, multi-year NBCT process have fundamentally improved our practice to better serve Hawaii’s children. We deserve a stipend that reflects the gravity of that commitment.

From my personal perspective in **Special Education**, the stakes are incredibly high. My job is emotionally and physically demanding; the risk of burnout is a daily reality. A significant increase in the NBCT stipend provides the tangible motivation needed to keep veteran teachers like myself in the classroom. Furthermore:

- **Teacher Retention:** A \$10,000 incentive creates a powerful "stay" factor, keeping our most highly qualified teachers in Hawaii's schools rather than losing them to the mainland or other industries.
- **Quality of Instruction:** By making the certification more financially viable, we encourage a new generation of teachers to pursue this gold standard of excellence, directly impacting student achievement.
- **Economic Stability:** Helping teachers manage inflation and healthcare costs ensures we can focus on our students' needs rather than our personal financial survival.

I urge you to support bill HB1893 HD2. Investing in NBCTs is a direct investment in the stability of all our schools and the future of Hawaii’s keiki.

Sincerely,

Kalelani Ogata

**LATE**

**HB-1893-HD-2**

Submitted on: 3/18/2026 6:46:46 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Andrea Kubo-Nakasome	Individual	Support	Written Testimony Only

Comments:

HB 1893 — Teacher National Board Certification Incentive Program

Chair Kim, Vice Chair Kidani, and Members of the Committee:

My name is Andrea Kubo Nakasone, and I am a National Board Certified Teacher at Mililani Waena Elementary School, Central District, Hawai‘i. I am writing in **strong support** of HB 1893 HD2. Mahalo for hearing this bill which recognizes the value of NBCTs in all of our classrooms.

At one point in time, I was in my career where I was honestly questioning whether I would stay in the profession. Teaching can be incredibly tiring and stressful and I was starting to feel the weight of it. Going through the National Board process changed that for me. It pushed me truly analyze my practice—look closely at my students’ needs, my instructional decisions, and the impact those decisions had on learning. Instead of feeling stuck, I started to see teaching again as a profession built on reflection, growth, and continuous improvement.

One moment that stands out is when I adjusted how I structured classroom discussions to better support student participation. A student who rarely spoke up began contributing ideas with confidence. Seeing that shift reminded me why this work matters.

National Board Certification didn’t just strengthen my teaching, it renewed my commitment to the profession. It helped me grow as a leader with colleagues, and most importantly, it helped me better meet the needs of my students every day.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai‘i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai'i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Andrea Kubo Nakasone

Elementary teacher, Mililani Waena Elem School, Central District

Chair Todd, Vice Chair Takenouchi, and Members of the Committee:

My name is Joy Okano, and I am a National Board Certified Teacher at Moanalua High School (Central District) in Hawai'i. I am writing in **strong support** of HB 1893 HD1, and I urge this committee to pass it.

As a single mother raising my family in Hawai'i, the reality of our cost of living is a constant weight; without the ability to earn a sustainable income, staying in the islands I love becomes increasingly difficult. While my National Board Certification currently provides a bridge, increasing the incentive to \$10,000 would solidify my ability to remain in a Hawai'i classroom for the long term.

The certification process itself fundamentally shifted my practice. Through the unedited video recordings required for my portfolios, I was forced into a level of introspection I had never experienced before, seeing clearly where my strategies were—and were not—reaching my students. Specifically, analyzing my large and small group work helped me identify critical metacognitive gaps in how my students were analyzing literature. I realized they were struggling to bridge the gap between the text and their own lives or society at large. Because of this process, I found more effective ways to help them synthesize complex themes and move toward deeper, more impactful analysis.

This journey also gave me the professional confidence and wisdom to step into vital leadership roles at my high school. For the last two years, I have served as one of six mentors for our new teachers, and I am now one of seven members on our Professional Development team. We work directly with our principal weekly to organize and deliver the majority of our faculty meetings and PD days. By supporting HB 1893, you are not just investing in a bonus; you are investing in the retention of experienced teacher-leaders who are dedicated to mentoring the next generation of educators in our state.

Beyond the initial achievement, the Maintenance of Certification (MOC) process every five years ensures that my practice never becomes stagnant. This requirement compels me to consistently re-evaluate my impact through a fresh lens, documenting how I continue to evolve alongside my students and the changing landscape of education in Hawai'i. It is not a "one-and-done" credential; rather, it is a commitment to a lifelong cycle of reflection and professional adaptation. Increasing the incentive by another \$5,000 to a total of \$10,000 per year makes this rigorous commitment far more meaningful, as it acknowledges the immense time and personal sacrifice required to maintain this level of excellence. This investment ensures that the state's resources are directed toward educators who are demonstrably maintaining the highest standards of teaching while bridging critical metacognitive gaps for every new generation of students.

Hawai'i's National Board incentive program was once among the most competitive in the nation. It is no longer. States like Maryland now offer \$10,000 or more annually for NBCTs — plus additional bonuses for those who teach in high-need schools — and have seen dramatic results: Maryland experienced a 980 percent increase in teachers newly earning Board certification after strengthening its incentives. Hawai'i has not seen comparable growth in recent years, and that gap has real consequences for students.

HB 1893 brings Hawai'i's incentive back in line with what other leading states offer. The \$10,000 annual bonus for NBCTs — with an additional \$5,000 for those serving in high-need schools — is a direct investment in accomplished teaching and the educators who commit to staying in the classroom.

The research behind this investment is compelling. Students taught by National Board Certified Teachers gain one to two months of additional learning per school year compared to peers taught by non-certified teachers. In Mississippi, kindergarteners with an NBCT literacy teacher were 31 percent more likely to reach literacy proficiency. And NBCTs leave the profession at one-third the rate of their peers — a retention advantage that every Hawai'i district needs.

Extending eligibility to public charter school teachers is an equally important step. Charter school students deserve the same access to accomplished educators as their public school peers. This provision closes a gap that should not have existed in the first place.

Every student in Hawai'i deserves to be taught by a teacher who has demonstrated excellence and is committed to continued growth. HB 1893 makes that goal more achievable. I respectfully urge this committee to advance it.

Mahalo for the opportunity to testify.

Joy Okano  
Teacher  
New Teacher Mentor  
PD Team Member  
Moanalua High School (Central District)  
[joy.okano@k12.hi.us](mailto:joy.okano@k12.hi.us)  
[joyjoy808@gmail.com](mailto:joyjoy808@gmail.com)

**LATE**

**HB-1893-HD-2**

Submitted on: 3/18/2026 9:47:00 AM  
Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Junko Boyd	Individual	Support	Written Testimony Only

Comments:

To: The Hawaii State Legislature

Subject: Strong Support for HB1893 - Investing in Teacher Excellence

As a dedicated educator in our Hawaii public schools, I am writing to express my strong support for HB 1893, which modernizes the TNBC incentive program. It is a necessary step forward to address Hawaii's teacher retention crisis and ensuring our students have access to the highest level of instructional expertise possible.

I support the HB 1893 bill because it doubles the annual reward for NBCT teachers aligning with other states. Also, it incentivizes high-need schools, supports charter school teachers, and lowers the barriers for entry of the program.

The National Board Certification is a rigorous process that directly improves student learning. Passing HB1893 is a way to secure the presence of our best teachers in Hawaii classrooms. I urge you to pass this measure and prove that you have the best future of our keiki in mind.

**HB-1893-HD-2**

Submitted on: 3/18/2026 10:21:05 AM

Testimony for EDU on 3/18/2026 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Tammy Holt	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Kim, Vice Chair Kidani and members of the Education Committee,

I am writing in strong support of HB1893, which provides incentives for teachers to pursue and maintain National Board Certification.

National Board Certification is one of the most rigorous, evidence based professional credentials in education. Teachers who achieve this certification demonstrate deep content knowledge, reflective practice, and the ability to positively impact student learning outcomes. Research consistently shows that National Board Certified Teachers contribute to higher student achievement, stronger instructional practices, and improved school communities.

Only 40% of initial attempt teachers pass. It is also a costly out of pocket process, costing at a minimum \$2200.00 Providing financial incentives recognizes the time, effort, and expertise required to achieve and maintain certification. It also help our state recruit and retain high quality educators, particularly in hard to fill schools and subject areas. Furthermore, offering our charter school teachers the opportunity to receive the financial incentive will further help our keiki in the long run.

Investing in National Board Certification is an investment in students. It strengthens the teaching workforce and ensures that our keiki benefit from highly effective, accomplished educators.

I respectfully urge you to support HB1893.

Mahalo for your consideration,  
Tammy Holt