



UNIVERSITY of HAWAII®

Ke Kulanui o Hawai'i

David Lassner
President

December 19, 2024

The Honorable Ronald D. Kouchi,
President and Members of the Senate
Thirty-Third State Legislature
Honolulu, Hawai'i 96813

The Honorable Nadine K. Nakamura, Speaker
and Members of the House of Representatives
Thirty-Third State Legislature
Honolulu, Hawai'i 96813

Dear President Kouchi, Speaker Nakamura, and Members of the Legislature:

For your information and consideration, the University of Hawai'i is transmitting a copy of the 3rd Interim Report Regarding the Establishment of K-12 Expanded Teaching Cohort Programs in Each County (Act 141, Session Laws Hawai'i 2022) as requested by the Legislature.

In accordance with Section 93-16, Hawai'i Revised Statutes, this report may be viewed electronically at: https://www.hawaii.edu/govrel/docs/reports/2025/act141-slh2022_2025_expanded-teaching-cohort_report_508.pdf.

Should you have any questions about this report, please do not hesitate to contact Stephanie Kim at (808) 956-4250, or via e-mail at scskim@hawaii.edu.

Sincerely,

A handwritten signature in black ink that reads 'David Lassner'.

David Lassner
President

Enclosure

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UNIVERSITY OF HAWAI‘I SYSTEM REPORT



REPORT TO THE 2025 LEGISLATURE

3rd Interim Report Regarding the Establishment of K-12
Expanded Teaching Cohort Programs in Each County

Act 141, SLH 2022

December 2024

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Act 141, Session Laws of Hawai‘i 2022
RELATING TO THE UNIVERSITY OF HAWAI‘I

Overview

Pursuant to Act 141, Session Laws of Hawai‘i 2022, and on behalf of the University of Hawai‘i System, the University of Hawai‘i at Mānoa (UHM) College of Education (COE) is submitting 3rd year annual report to the legislature regarding the establishment of K-12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education.

The purpose of this Act is to require the University of Hawai‘i to establish K-12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education. Section 2(b) required that no later than twenty days before the regular sessions of 2023, 2024, and 2025, the University of Hawai‘i shall submit interim reports to the legislature concerning its establishment of K-12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education including:

- (1) The number of additional programs in teaching that were made available, by academic semester;
- (2) The number of students enrolled in the additional programs in teaching by academic semester;
- (3) The number of faculty needed to teach the additional programs in teaching, by academic semester;
- (4) The cost of establishing additional programs in teaching, by academic semester; and
- (5) The effect that making these additional programs in teaching has had on decreasing the shortage of qualified public-school teachers in Hawai‘i.

Section 2(c) of Act 141 further required that no later than twenty days before the regular session of 2026, the University of Hawai‘i shall submit a final report to the legislature concerning its establishment of K-12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education, including:

- (1) The matters identified in paragraphs (b) 1 through (b) 5; and
- (2) Any recommendation, including any proposed legislation, regarding the establishment of additional teaching programs for students pursuing undergraduate degrees in education.

This report shows statewide Bachelor of Education (BE_{Ed}), Post-baccalaureate (Post-bac), Professional Certificate in Teaching (PCERT) initial teaching licensure programs available and current enrollments from University of Hawai‘i at Hilo, University of Hawai‘i West O‘ahu, and University of Hawai‘i at Mānoa. For UH Mānoa, the Post-bac and PCERT programs are considered undergraduate programs. In addition, graduate initial teaching licensure candidates are also listed.

The number of additional programs in teaching were made available by academic semester

University of Hawai‘i at Hilo, School of Education

The University of Hawai‘i at Hilo¹ (UH-H) currently offers teacher licensure through the School of Education² and Kahuawaiola³. How teacher licensure is offered through each unit is provided below. The School of Education recently received approval to offer a **Bachelor of Arts in Education Studies** (BAES) degree program from the University of Hawai‘i System Board of Regents on February 16, 2024. This program was designed with two tracks—an Education Studies track and a Teacher Licensure track.

The Education Studies track of the BAES opened for student enrollment in the Fall of 2024. The School of Education is currently working with the Hawai‘i Teacher Standards Board⁴ to gain provisional approval to offer the Teacher Licensure track of the BAES. It is anticipated that approval will be granted in early 2025 and the Teacher Licensure track will be open for student enrollment in the Fall of 2025. The School of Education does provide a post-baccalaureate option for teacher licensure. Students with earned baccalaureate degrees may enter the **Master of Arts in Teaching** (MAT)⁵ program. At the completion of program- and state-required coursework and fieldwork during year one, students are eligible for teacher licensure through the Hawai‘i Teachers Standards Board.

Since its inception during the 2013-2014 academic year, 232 students have received teacher licensure (133 elementary and 99 secondary) through the UH Hilo School of Education Master of Arts in Teaching year-one licensure program. The cohort numbers, the years of enrollment, the number of elementary licensures, and the number of secondary licensures for year one of the Master of Arts in Teaching program are provided in Table 1 below.

Table 1: Number of Students Earning Teacher Licensure in the School of Education Master of Arts in Teaching Program at University of Hawai‘i at Hilo												
Cohort	1	2	3	4	5	6	7	8	9	10	11	Total
Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Elementary	15	16	18	13	15	11	8	11	8	8	10	133
Secondary	11	7	6	10	7	13	11	12	7	6	9	99
Total	26	23	24	23	22	24	19	23	15⁶	14	19	232

¹ For more information about the University of Hawai‘i at Hilo, please access the following URL: <https://hilo.hawaii.edu/>.

² For more information about the School of Education, please access the following URL: <https://hilo.hawaii.edu/depts/education/>.

³ For more information about the Kahuawaiola Indigenous Teacher Education program, please access the following URL: <https://hilo.hawaii.edu/catalog/kahuawaiola-indigenous-teacher-education-program>.

⁴ For more information about the Hawai‘i Teachers Standards Board, please access the following URL: <https://hawaiiteacherstandardsboard.org/>.

⁵ For more information about the Master of Arts in Teaching degree program, please access the following URL: <https://hilo.hawaii.edu/catalog/master-of-teaching-mat>.

⁶ Decreased enrollment numbers may be attributed to the impact of COVID.

University of Hawai‘i at Hilo, Kahuawaiola Indigenous Teacher Education Program

Although Kahuawaiola does not currently offer an undergraduate Bachelor of Education degree program, it provides a graduate certificate in Indigenous Teacher Education. Kahuawaiola prepares its candidates through the Hawaiian language for specific Hawaiian licensure fields, such as the Kaiapuni Hawai‘i/ Hawaiian Language Immersion, where graduates are expected to teach all content areas entirely through the Hawaiian language. A strong foundation in the Hawaiian language and cultural knowledge is crucial before developing the teaching competencies required for these distinct licensure fields. To ensure this foundation, the program requires candidates to complete four years of Hawaiian language study prior to enrollment. Students with earned baccalaureate degrees are eligible to enter the Indigenous Teacher Education program. Upon completing the program- and state-required coursework and fieldwork, students are eligible for teacher licensure through the Hawai‘i Teachers Standards Board. Since its inception in 1998, 153 students have completed the Indigenous Teacher Education program through Kahuawaiola. Details on class numbers, the years of enrollment, and the number of teacher licenses are provided in Table 2 below.

Table 2 Number of Students Earning Teacher Licensure in the Kahuawaiola Indigenous Teacher Education Program		
Class	Year	Number
1	1998-2000	14
2	2001-2002	5
3	2003-2004	12
4	2005-2006	15
5	2007-2008	11
6	2008-2009	6
7	2010-2011	5
8	2011-2012	6
9	2012-2013	4
10	2013-2014	6
11	2014-2015	8
12	2015-2016	7
13	2016-2017	10
14	2017-2018	8
15	2018-2019	7
16	2019-2020	8
17	2020-2021	10
18	2021-2022	4 ⁷

⁷ Decreased enrollment numbers may be attributed to COVID.

Table 2 Number of Students Earning Teacher Licensure in the Kahuawaiola Indigenous Teacher Education Program		
Class	Year	Number
19	2022-2023	2 ⁸
20	2023-2024	5
Total		153

Until the Teacher Licensure track of the Bachelor of Arts in Education Studies degree program is approved, there are no additional **undergraduate** programs in teaching available at the University of Hawai‘i at Hilo during this third and final reporting period; however, there is a graduate program that provides initial teacher licensure—the Master of Arts in Teaching program.

Once offered in the Fall of 2025, the School of Education anticipates that a minimum of 20 students will enter the Teacher Licensure Track of the Bachelor of Arts in Education Studies degree program each academic year, based upon the popularity of the ACES program—the School of Education’s **Academic Certificate in Educational Studies**⁹. Since the certificate program began in academic year 2011-2012, nearly 300 undergraduate students have been awarded the ACES, which may be considered an indicator of interest in the field of education. The number of Academic Certificates in Educational Studies awarded to undergraduate students each academic year is displayed in the Table 3 below. Special Note: ACES is a non-degree, non-licensure program.

Table 3 Academic Certificates in Educational Studies Awarded	
Academic Year	Number Awarded
2011-2012	25
2012-2013	28
2013-2014	30

⁸ Decreased enrollment numbers may be attributed to COVID.

⁹ For more information about the School of Education Academic Certificate in Educational Studies, please access the following URL: <https://hilo.hawaii.edu/catalog/educational-studies-cert>.

Table 3 Academic Certificates in Educational Studies Awarded	
Academic Year	Number Awarded
2014-2015	31
2015-2016	34
2016-2017	23
2017-2018	31
2018-2019	24
2019-2020	21
2020-2021	21
2021-2022	10
2022-2023	17
2023-2024	15
Total	293
Average Per Academic Year	24.4

The Kahuawaiola Indigenous Teacher Education program aims to first expand its current program by increasing the number of participants. Ongoing discussions include the development of a potential Bachelor of Arts in Hawaiian Studies track with an emphasis on Hawaiian Medium Education. The target population will be those serving in Hawaiian medium-immersion education roles or contexts with a solid Hawaiian language environment that supports ongoing development and growth in the endangered language. Specifically, it considers emergency hires, part-time teachers, and paraprofessionals working in Hawaiian language medium environments who are also seeking opportunities to pursue higher education in a Hawaiian medium teacher preparation undergraduate program.

University of Hawai‘i at West O‘ahu, Education Division

In academic year 2024-25, 163 UHWO degree-seeking teacher candidates are progressing through their teacher preparation programs. UHWO offers the Bachelor of Education (B.Ed) degree in Early Childhood Education (P-3); Elementary Education (K-6); Middle-level (grades 6-8) English, Math, General Science, and Social Studies; Secondary (grades 6-12) English, Math, Science, Biology, General Science, and Social Studies.

Special Education (SPED) Add-A-Field pathways are available for both Preservice Teacher Candidates and Inservice Teachers, as follows: 1) Degree seeking undergraduates may earn dual licensure in General Education and Special Education/Mild-Moderate, for grades K-6, 6-8, or 6-12. Non-degree seeking Inservice Teachers may add the Special Education teaching license to their current Hawai'i teaching license. Currently this 30-credit program is supported in partnership with the Hawai'i Department of Education, which provides \$125K annually towards tuition stipends for eligible candidates. In Spring 2025, 5 Preservice Teacher Candidates and 11 Inservice Teachers (N=16) will earn their SPED license, adding to their General Education teaching field. In support of increased interest in our Special Education licensure programs, we will be searching for one full-time, tenure track Assistant Professor to assist in the on-going delivery of this high need area.

In fall 2024 the Education Division opened its newest Area of Concentration in Early Childhood Education (ECED), P-3. Currently a non-licensure pathway, the program is articulated with four (4) UH System community colleges that offer the ECED associate degree: Honolulu CC; Hawai'i CC; Maui CC; Kaua'i CC. The Education Division hired a full-time, tenure track Assistant Professor to take the lead in securing P-K and P-3 licensure pathways, which will be in place for all Preservice Teacher Candidates and Inservice Teachers, effective Fall 2025. We are currently searching for a second ECED faculty to assist in the delivery of our licensure and non-licensure programs. Table 4 provides for all UHWO enrollment data.

University of Hawai'i at Mānoa, College of Education

For the 2024-25 academic year, there are a total of 251 UH Mānoa teacher candidates enrolled in **statewide teacher licensure programs**^a. For 2024-2025, UH Mānoa statewide programs include: BEd in Elementary Education, BEd in Special Education (SPED) (Extensive Support Needs, Mild/Moderate- Secondary, Reading Intervention), BEd in Elementary Education (Blended [Early Childhood & Early Childhood SPED]), BEd in Elementary Education, Dual Licensure in Hawaiian Language Immersion and Elementary Education, Professional Certificate in Elementary Education, Special Education (Extensive Support Needs, Mild/Moderate), Secondary Education in English Language Arts, General Science, Art, Social Studies, Math and World Languages. The MEdT program highlights only those who are currently enrolled in a teacher licensure program. This program allows candidates with a baccalaureate degree to pursue teacher licensure and a master's degree - Elementary, Secondary, Statewide, Dual Special Education Elementary (starting Fall 2025), Dual Special Education Secondary. Dual licensure in Hawaiian Language Immersion is offered through both the BEd Elementary Education and MEdT programs.

The BEd in Special Education was recently approved by the UH Board of Regents in early spring 2022 and graduated their first cohort of students Spring 2024. The current enrollment for ALL Post-Baccalaureate in the Special Education program, which is offered statewide, is 77. Special Education programs with single or dual licensure are available on all islands and for all grade levels including extensive support needs and mild-moderate support needs. O'ahu teacher candidates are also enrolled in our statewide programs and therefore counted here. In order to increase the number of potential substitute teachers in the state of Hawai'i, the School of Teacher

Education (STE) provided online substitute teacher courses. The STE continues to collaborate with Maui College through the Hoapili Project to provide courses for students interested in becoming elementary teachers. At this time the College of Education is providing pre-requisite courses students need to enter the program. The goal is to support a Maui based cohort of elementary teacher candidates, with a projected start in Fall 2025. In addition, the College of Education offered pre-requisite courses as part of the Cross Campus Course Sharing (C3S) program to build easier access to pathways from the Community College programs to UH Mānoa.

The STE also partnered with Good Jobs Hawai‘i to support student teachers through tuition remission. The STE is looking forward to 2025, when several initiatives will roll out. First, the STE will pilot a hybrid Here or There (HoT) undergraduate ethnomathematics (Aloha ‘Āina Mathematics) course in Spring 2025 geared toward providing place-based mathematics content knowledge to pre- and in-service teachers across Hawai‘i. Second, STE Secondary has worked with departments across UH Mānoa (History, Political Science, Ethnic Studies, Economics, Geography, Humanities, and Hawaiian Studies) to ensure that students pursuing a degree in Secondary Education Social Studies can obtain the necessary courses via online options, with a projected start in Fall 2025. Third, STE Elementary received approval to offer a BEd in Early Childhood and Care Education, Birth-Age 8. Recruitment is under way for an additional statewide offering in early childhood education to begin in Fall 2025. Finally, STE is working with faculty to develop pathways in both CTE and STEM that can be accessed statewide. Table 5 shows enrollment data for COE.

^a **Note.** *UHM on campus teacher licensure candidates are not included in this report.*

The number of students enrolled in the additional programs in teaching by academic semester

Table 4: University of Hawai‘i West O‘ahu Teacher Candidate Enrollment Data							
Teacher Candidate Enrollment Bachelor of Education (BEd)	Hawai‘i	Kaua‘i	Lāna‘i	Moloka‘i	Maui	O‘ahu	Grand Total
General Education Licensure Pathway							
Early Childhood Education	1					1	2
Elementary Education, K-6						112	112
Middle-Level (6-8) & Secondary (6-12)							
English	1	1				15	17
Math						8	8
General Science						5	5
Biology						1	1
Social Studies						16	16
Undeclared						2	2
Total General Education Licensure Candidates							163
Special Education (SPED) Add-A-Field Licensure Pathways							
Preservice Teacher Candidates: SPED + General Education Initial Dual Licensure program in progress. Elementary (K-6): [9] Secondary Math (6-12): [1] Secondary SS (6-12): [1]						12	12
Inservice Teachers: SPED Add-A- Field/Advanced program completion in progress. Elementary (K-6): [6] Middle-Level English (6-8) [1] Secondary English (6-12): [2] Secondary Social Studies (6-12):[2]		1				10	11
Total SPED Add-A-Field Licensure Candidates		1				22	23
Early Childhood Education Non-Licensure Pathway (Effective Fall 2024)							
Distance Education ECED Teacher Candidates have the option to add a Pre-K or Pre-K-3 teaching license to their non-licensure program. Fall ‘24	3	1				3	7

Table 5: University of Hawai'i at Mānoa, College of Education. Fall 2024/Spring 2025 semesters STATEWIDE Licensure Students Enrolled by Degree, Institution and Island for Bachelor of Education (BE), Professional Certificate in Teaching (PCERT), and Master of Education in Teaching (MEdT).

	Hawai'i	Kaua'i	Lāna'i	Moloka'i	Maui	O'ahu	Total
Bachelor of Education (BE)							
Elementary Education	4	5	0	1	6	6	22
SPED: Severe/Autism	5	2	0	0	5	7	19
SPED: Mild/Moderate	4	0	0	0	1	3	8
Blended - ECE & Early Childhood SPED	1	2	0	2	5	6	16
Dual Licensure in Hawaiian Language Immersion - Ed and Elementary Ed						2	2
Professional Certificate (PCERT)							
Elementary Education	4	5			7	23	39
SPED: Extensive Support Needs	3	1	0	0	1	10	15
SPED: Mild/Moderate	6	4	0	3	4	30	47
SPED: Add a Field	3	1	0	1	1	9	15
Secondary							
Sec Ed, English	1					5	6
Sec Ed, Science	1					4	5
Sec Ed, Art					1	7	8
Sec Ed, Social Studies	1	1				2	4
Sec Ed, Math		1					1
Sec Ed, Hawaiian							
Sec Ed, English as Sec Lan							
Sec Ed, World Language		1	1			4	6
Theater or Dance							
Master of Education in Teaching (MEdT)							
Elementary Education	1	1		1	1	5	9
Dual Licensure in Hawaiian Language Immersion & Elem Ed						1	1
Secondary							
Sec Ed, Art						3	3
Sec Ed, English							
Sec Ed, Science						5	5
Sec Ed, Social Studies						4	4
Sec Ed, Math	1					1	2
Sec Ed, World Language						3	3
Dual Licensure in Hawaiian Language Immersion & Sec Ed					1	3	4

SPED M/M (Dual Licensure w/ Sec content area)	1				1	5	7
Grand Total	36	24	1	8	34	148	251

The number of faculty needed to teach the additional programs in teaching by academic semester

University of Hawai‘i at Hilo, School of Education

The School of Education intends to roll out the Bachelor of Arts in Education Studies degree program—Teacher Licensure Track—in seven discreet phases by academic semester following the timeline displayed in Table 6 below.

Table 6: Bachelor of Arts in Education Studies Degree Program Timeline—Teacher Licensure Track		
Phase	Academic Term	Events
Phase One DONE	Fall of 2022	Develop and submit the Authorization to Plan for the proposed Bachelor of Arts in Education Studies degree program through UH Hilo and the UH System.
Phase Two DONE	Fall of 2023 and Spring of 2024	Develop and submit the Provisional Degree Program Proposal for the proposed Bachelor of Arts in Education Studies degree program through UH Hilo, the UH System, and the Board of Regents.
Phase Three DONE	Fall of 2023	Develop and submit Letter of Intent for an Application for National Accreditation through AAQEP ¹⁰ (Association for Advancing Quality in Educator Preparation) for the Bachelor of Arts in Educational Studies degree program.
Phase Four DONE	Fall of 2023	Develop and submit a Request for Substantive Change Staff Review through WSCUC ¹¹ (WASC Senior College and University Commission) for the Bachelor of Arts in Educational Studies degree program.
Phase Five DONE	Fall of 2023	Develop and submit a Letter of Intent to the Hawai‘i Teachers Standards Board for the Bachelor of Arts in Education Studies degree program.
Phase Six IN PROCESS	Fall of 2024	Develop and submit an Application for Approval to Offer an Elementary Education (K-6) Licensure Program through the Hawai‘i Teachers Standards Board for the Bachelor of Arts in Education Studies degree program.
Phase Seven	Fall of 2025	Welcome Cohort One of the Teacher Licensure track into the Bachelor of Arts in Education Studies degree program.

The School of Education completed an extensive analysis of teaching capacity for all programs (Academic Certificate in Education Studies, Master of Arts in Teaching, Master of Education, and

¹⁰ For more information about AAQEP, national accreditors for teacher preparation programs, please access the following URL: <https://aaqep.org/>.

¹¹ For more information about WSCUC, please access the following URL: <https://www.wscuc.org/about/>.

pending Bachelor of Arts in Education Studies) in the Summer of 2023 to determine how many faculty members would be needed to cover the courses taught in the Bachelor of Arts in Education Studies degree program. Based upon this analysis, the School of Education requested three additional faculty members as the Bachelor of Arts in Educational Studies degree program rolls out over the next four years. As of this writing, the School of Education has been provided with funding for two of the three faculty positions for the second half of the 2024-2025 academic year.

A nation-wide search is currently wrapping up for the first faculty position. A second nation-wide search is just getting underway.

University of Hawai‘i at Hilo, School of Education Kahuawaiola

The Kahuawaiola Indigenous Teacher Education program requests one legislated faculty position and one non-faculty position as displayed in Table 7 below.

Table 7: Kahuawaiola Request for Faculty		
Term	Position Requested	Explanation of Duties
IMMEDIATE NEED	Faculty— Assistant Professor for Indigenous Teacher Education	<ul style="list-style-type: none"> ● To assist with the growth of the Indigenous Teacher Education program. ● To teach courses in the Indigenous Teacher Education program.
IMMEDIATE NEED	Non-Faculty— Administrative, Professional, and Technical (APT)	<ul style="list-style-type: none"> ● To assist with recruitment efforts. ● To assist with advising students. ● To assist with placing teacher candidates within the schools. ● To assist with preparation of students for national examinations. ● To assist with student retention efforts.

University of Hawai‘i at Mānoa, College of Education

To support Act 141, SLH 2022, establishing a K-12 expanded teaching cohort programs in each country for students who are pursuing undergraduate degrees in education. The need is further exacerbated by professionals retiring, leaving the educational workforce, or relocating elsewhere to live. Faculty and staff support will assist to boost enrollment and offer distance programs for undergraduate students interested in pursuing teaching as a profession. The University notes this Act did not include an appropriation and therefore the College of Education needs \$420,000 to implement the requirements of this Act. Specifically, the college is requesting 3.0 FTE faculty positions and one APT position. The faculty positions will be housed on each county excluding Honolulu County. The other expense category may include some travel to O‘ahu, computer equipment, and maybe rental should office facilities not being available. Table 8 offers cost associated with Act 141.

Table 8: UH Mānoa, College of Education Faculty Needs				
Summary of Cost	FY 26 Request	Total	FY 27 Request	Total
Personal Services	4.00	\$340,556	4.00	\$340,556
Other Expense		\$80,000		\$35,000
TOTAL REQUEST	4.00	\$420,556	4.00	\$375,556

The cost of establishing additional programs in teaching by academic semester

University of Hawai‘i at Hilo, School of Education – estimated cost

The School of Education requests funds in the amount of \$253,596 to cover the cost of retaining the first and second faculty hires, as well as the cost of hiring the third and final required faculty member to facilitate the Bachelor of Arts in Education Studies degree program at the University of Hawai‘i at Hilo. The costs are displayed in Table 9 below.

Table 9: Estimated Costs for the Bachelor of Arts in Educational Studies Degree Program Teacher Licensure Track			
Academic Semester	For	Estimated Costs	Total
Fall 2025	Retention of Faculty— Assistant Professor for Elementary Education	\$79,832 ¹²	
Fall 2025	Retention of Faculty— Assistant Professor for Elementary Education	\$79,832	
Fall 2025	New Faculty— Assistant Professor for Elementary Education	\$79,832	
	Recruitment	\$3,100 ¹³	
	Faculty Start Up	\$3,000 ¹⁴	
	Faculty Relocation	\$8,000 ¹⁵	
	Total AY 2025-2026		\$253,596

University of Hawai‘i at Hilo, School of Education Kahuawaiola – estimated cost

Kahuawaiola requests funds in the amount of \$145,506 to cover the costs of expanding the Indigenous Teacher Education program at the University of Hawai‘i at Hilo over the next academic year. The estimated costs are displayed in Table 10 below.

¹² Calculation: Standard budgeted faculty rate for the 2024-2025 academic year per Scott Kawachi, Administrative Officer, College of Arts and Sciences.

¹³ Calculation: Standard budgeted amount per Scott Kawachi, Administrative Officer, College of Arts and Sciences.

¹⁴ Calculation: Standard budgeted amount per Scott Kawachi, Administrative Officer, College of Arts and Sciences.

¹⁵ Calculation: Standard budgeted amount per Scott Kawachi, Administrative Officer, College of Arts and Sciences.

**Table 10:
Estimated Costs for Expanding the Indigenous Teacher Education Program**

Academic Semester	For	Estimated Costs	Total
Fall 2024 (FY25)	Faculty— Assistant Professor for Indigenous Teacher Education	\$88,041 ¹⁶	
	Faculty Start Up	\$4,000 ¹⁷	
	Non-Faculty— Administrative, Professional, and Technical (APT)	\$60,000 ¹⁸	
	APT Start Up	\$4,000	
	Recruitment	\$10,000	
	Statewide Practicum	\$14,000 ¹⁹	
Total			\$180,041

University of Hawai‘i at West O‘ahu, Education Division

UHWO actively engages in partnerships with James Campbell High School and Leilehua High School Teacher Academies. Education Division faculty participate in Academy advisory boards, in support of online Early College pre-professional teacher education courses offered each semester to students in grades 9-12.

UHWO is requesting the Hawai‘i state legislators provide us with one, full-time faculty position to take leadership in the establishment of add-a-field licensure pathways in Teaching English to Speakers of Other Languages (TESOL) and Hawaiian Immersion. The HIDOE reports critical shortages of licensed teachers in those areas, and we wish to address this need as soon as possible. Estimated costs for pathway (See Table 11):

Table 11: UHWO Estimated Cost to Establish New Pathway

Summary of Cost	FY 25	Total	FY 26	Total
Personal	1.00 (9-mon)	\$82,000	1.00	\$82,000
CAEP		\$400.00		\$400.00
Other Expenses		\$2,510		\$2,510.00
TOTAL		\$84,910.00		\$84,910.00

¹⁶ Eleven-month position, as the program runs three semesters—summer, fall, and spring. Faculty must be Hawaiian-language proficient.

¹⁷ Calculation: \$4,000 per new faculty member, includes computer system, office set up, and materials/supplies.

¹⁸ Eleven-month position, APT B and B.

¹⁹ Cost of travel to teacher-candidate practicum sites statewide.

University of Hawai‘i at Mānoa, College of Education

The College of Education is projecting the following positions for future academic programs. This request is being made to ensure Hawai‘i Department of Education (HIDOE) has the necessary workforce is being addressed specifically for STEM, career and technical education and special education positions (See Table 12).

Table 12: UH Mānoa Estimated Cost for Expanding Programs			
Academic Year	Position Request	Estimated Costs	Total
FY 25-26	STEM	\$84,000	\$84,000
FY 26-27	Special Education	\$84,000	\$84,000
FY 26-27	Career Technical Ed	\$84,000	\$84,000
TOTAL			\$252,000

The effect that making these additional programs in teaching has had on decreasing the shortage of qualified public school teachers in Hawai‘i

University of Hawai‘i at Hilo, School of Education

The School of Education continues to provide teachers to the State of Hawai‘i through the Master of Arts in Teaching degree program. Since its inception during the 2013-2014 academic year, the Master of Arts in Teaching degree program has provided 232 highly-qualified teachers, with another 15 graduate students eligible for licensure in May 2025.

Through the implementation of the proposed Bachelor of Arts in Education Studies degree program, with an initial focus on K-6 elementary education, the School of Education hopes to provide another 20 highly-qualified teachers each academic year. The numbers should build from there, as new certification levels and subject areas are added to the degree program.

University of Hawai‘i at Hilo, School of Education Kahuawaiola

Kahuawaiola is a cornerstone of Hawaiian medium-immersion education,²⁰ providing essential teacher resources and training to sustain this vital cultural and educational initiative across Hawai‘i. As the first program in the nation to deliver its program in an Indigenous language, Kahuawaiola continues to provide much of the needed teacher pool for Hawaiian medium-immersion education. In fact, graduates are teaching on every inhabited island in the state providing access to culturally relevant education. There are over 236 teachers in various Hawaiian medium-immersion settings, including the State’s Department of Education public schools and the Hawai‘i public charter schools, serving 4,146 students.²¹

Kahuawaiola has 153 teacher candidates who have graduated with an additional 10 to graduate in May 2025. Of these graduates, **88% are currently teaching at levels ranging from preschool to doctoral (P-25)**. Those teaching at post-secondary levels are involved in Hawaiian language, culture, and teacher training, thereby directly contributing to capacity building and the sustainability of Hawaiian medium-immersion education. Kahuawaiola’s retention rate of 67% teaching in P-12 is **16 percentage points higher than the state’s average 51%**, clearly demonstrating the program’s success.²² Not only does retention of teachers provide benefits for students as teachers gain experience, it also reduces recruitment expenditures.²³

Despite the program’s successes, the rapid growth in Hawaiian medium-immersion education has outpaced the supply of qualified teachers, leading to significant challenges. Since 2011, the

²⁰The term “Hawaiian medium-immersion” encompasses both “Hawaiian medium” schools, where Hawaiian is the primary language of the entire campus, often with their own dedicated facilities, and “Hawaiian immersion” programs, which typically share campuses with English mainstream programs, and have a bilingual environment.

²¹ Number of teachers and students based on Hale Kuamo‘o and HIDOE’s information for the 2023-2024 school year.

²² See the Hawai‘i State Department of Education’s (HIDOE) “Strategic Plan Dynamic Report: Teacher Retention” at <https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/SPDR-2tr.aspx#:~:text=STAFF%20SUCCESS%20INDICATOR-.Teacher%20Retention..to%20retain%20them%20long%2Dterm>.

²³ As noted in the HIDOE Strategic Plan Dynamic Report: Teacher Retention, above.

student population in Hawaiian medium-immersion schools has increased by more than 1,000 students.²⁴ Due to the shortage of Hawaiian medium-immersion teachers many families are turned away. This shortage not only affects students' access to culturally relevant education but also impacts community efforts to revitalize and sustain the Hawaiian language and culture. At the beginning of the school year, 2024-2025, there were an estimated **67 teacher vacancies and 26% unlicensed teachers** across the 29 K-12 Hawaiian medium-immersion public and charter schools.²⁵ The high number of teacher vacancies in Hawaiian medium-immersion schools continue to be identified as a critical teacher shortage area in the State. There are also 13 Hawaiian medium early education sites where teacher shortages are rising, as they try to meet public demand.

To meet the growing demand and maintain the quality of Hawaiian medium-immersion education, immediate expansion of our team is crucial. Adding one more faculty member and an APT position to the two existing faculty positions dedicated to Kahuawaiola will directly tackle the shortage of qualified teachers by enhancing our capacity to train and support educators across various islands, ensuring that Hawaiian language and culture not only persist but flourish in our schools.

University of Hawai'i at West O'ahu, Education Division – Workforce Development *Statewide BEd in Secondary Education*. In order to address the purpose of Act 141, UHWO is expanding the statewide BEd in Secondary Education (2024) by adding an additional outer island, Hawai'i Island, to the existing program for Kaua'i and O'ahu. Currently, only middle level/secondary Education -English majors are available; however, with a new Title III secondary grant with Kaua'i CC, Ka Lamakū: *Pathways into Secondary Education* grant (2024-2025), UHWO will be prepared to expand the secondary statewide BEd program to Social Studies, Mathematics, Biology and General Science by 2026-2027. Adding islands will cost UHWO the amount for two lecturers to take care of field supervision, as well as once a semester inter-island travel. The expenses are currently included in the Title III Ho'opuliko Kumu Hou Grant for the 2024-2025 school year. There are currently 2 candidates on Kaua'i and 2 candidates on Hawai'i Island.

University of Hawai'i at Mānoa, College of Education

There is a need to provide neighbor island support for teacher recruitment and retention. From January 2024 through June 2024, the average number of Emergency Hire (EH) Permits statewide including Honolulu was 678.50²³. Maui county has 116 EH, Kaua'i county has 64 EH, and Hawai'i county is at 95 EH. The district with the highest EH was Windward District with 130 EH. Overall, data suggest that our neighbor island counties have the majority of EH in schools; therefore it is imperative that resources be provided to ensure proper recruitment, wrap around services, and retention strategies are in place. It is hopeful that by funding Act 141, a decrease in the number of vacancies on our neighbor islands will be reduced.

²⁴ Data collected from a presentation by the Office of Hawaiian Education, under the HODOE on May 7, 2024.

²⁵ Data regarding teacher vacancies in Hawaiian immersion DOE schools was collected from the "Teacher Assignment and Transfer Program (TATP)" https://hidoeotm.org/otm/tatp/TATP_POST2.pdf. Data from Hawaiian medium-immersion charter schools was collected through personal communication with administration from each charter school.

²³ HTSB Executive Director's Report August 30, 2024.