
A BILL FOR AN ACT

RELATING TO EDUCATION.

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

1 PART I. FINANCIAL AND ACADEMIC ACCOUNTABILITY

2 SECTION 1. The legislature finds that individual public
3 schools often need assistance to meet state accountability
4 requirements for both fiscal and academic performance. In the
5 past, the department of education district offices provided
6 significant assistance to schools. However, with the emphasis
7 on compliance with new federal and state requirements, the
8 services available for schools at the complex area or district
9 level have not kept pace with the needs of the schools.

10 The legislature further finds that the implementation of
11 the weighted student formula as described in Act 51, Session
12 Laws of Hawaii 2004, has often made it more difficult for
13 schools to pool their resources to create complex area services
14 and make complex area purchases of learning materials.

15 Complex areas were established to allow each administrator
16 to better focus on supporting the needs of their schools, while
17 providing more meaningful supervision and accountability



1 expectations of the principals and schools. Thus, business and
 2 management services should be addressed and provided in a
 3 comprehensive manner within each complex area. This may include
 4 the reallocation of position, services, duties, and powers from
 5 different levels within the department of education to provide
 6 maximum efficiency and effectiveness in our schools.

7 The legislature finds that with the emphasis on student
 8 testing results for reading and math, difficult choices at the
 9 school level have made it challenging for schools to retain
 10 important programs in the arts, physical education, and virtual
 11 education. Specifically, it is well known that participation in
 12 the performing and visual arts not only enriches student life,
 13 but also contributes to greater student achievement. For many
 14 students, hands-on learning opportunities for self expression
 15 are keys to a healthier self esteem and improved classroom
 16 behavior. A complete education is one in which a young person
 17 is given continuous opportunities for expression through the
 18 arts.

19 The ability of school communities to purchase high quality
 20 learning materials is crucial for a dynamic and effective
 21 education system. These materials may include traditional text
 22 books, virtual or computer-based text books, or novels.



1 The purpose of this part is to achieve the following:

2 (1) Create greater emphasis and funding within the
3 department of education at the complex area level for
4 services and procurement of learning materials aligned
5 throughout the complex;

6 (2) Create in each complex area, a business service
7 center, and an education service center to provide
8 greater support to schools within each complex;

9 (3) Provide funds at the complex area level for training
10 and the professional development of school community
11 councils;

12 (4) Provide additional funds to allow schools to purchase
13 business services to ensure that the schools are using
14 their best accounting and record keeping practices and
15 are prepared for a financial audit; and

16 (5) Encourage schools to pool their resources to achieve
17 the purposes of these funds.

18 SECTION 2. There is appropriated out of the general
19 revenues of the State of Hawaii the sum of \$, or so
20 much thereof as may be necessary for fiscal year 2007-2008, and
21 \$, or so much thereof as may be necessary for fiscal
22 year 2008-2009, for each complex area and the charter school



1 administrative office to provide funds to complex area
2 department schools and to charter schools to purchase business
3 services either from the department of education or other
4 sources to assist the school in adopting best practices for
5 accounting and recordkeeping.

6 The sums appropriated shall be expended by the department
7 of education to assist the school community councils or local
8 school boards with the goal of ensuring that each school is
9 prepared for a financial audit. The department of education
10 shall transfer the appropriate amount for each student to the
11 charter school administrative office no later than July 15 of
12 each year for distribution to the charter schools.

13 SECTION 3. There is appropriated out of the general
14 revenues of the State of Hawaii the sum of \$, or so
15 much thereof as may be necessary for fiscal year 2007-2008, and
16 \$, or so much thereof as may be necessary for fiscal
17 year 2008-2009, to assist each complex area and school community
18 councils to purchase training and professional development.

19 The sums appropriated shall be expended by the department
20 of education for purposes of this part.

21 SECTION 4. There is appropriated out of the general
22 revenues of the State of Hawaii the sum of \$, or so



1 much thereof as may be necessary for fiscal year 2007-2008, and
2 \$, or so much thereof as may be necessary for fiscal
3 year 2008-2009, for the department of education complex areas
4 and the charter school administrative office to provide funds to
5 schools for arts education, physical education, mathematics and
6 science learning materials, including virtual learning materials
7 and programs; provided that mathematics and science learning
8 materials purchased by the schools shall be aligned with
9 curricula throughout the complex. The department of education
10 shall transfer the appropriate pro rated amounts of this
11 appropriation for charter schools to the charter school
12 administrative office no later than July 15 of each year for
13 distribution to the charter schools.

14 The sums appropriated shall be expended by the department
15 of education for the purposes of this part.

16 **PART II. EDUCATION AND WORKFORCE DEVELOPMENT**

17 SECTION 5. The legislature finds that smaller learning
18 communities within the department of education have met with
19 great success and have proven to be highly conducive to
20 learning. The legislature further finds that the State can
21 benefit from the establishment of applied learning high school
22 academies—department of education high schools, including



1 schools within schools, with approved five-year plans to deliver
 2 applied learning curriculum, including project EAST
 3 (environmental and spatial technology) programs and STEM
 4 (science, technology, engineering, and mathematics) programs,
 5 linked to the missions of state agencies or University of Hawaii
 6 campuses, colleges, programs, or departments, which includes
 7 significant contributions of land, facilities, personnel, or
 8 other resources by the agencies or university units.

9 SECTION 6. There is appropriated out of the general
 10 revenues of the State of Hawaii the sum of \$, or so
 11 much thereof as may be necessary for fiscal year 2007-2008, for
 12 the establishment of an applied learning high school academy
 13 program as provided under this part.

14 The sum appropriated shall be expended by the department of
 15 education for the purposes of this part.

16 **PART III. TEACHER PREPARATION, PROFESSIONAL DEVELOPMENT,**
 17 **AND RESEARCH PROGRAMS**

18 SECTION 7. The legislature finds that recruitment and
 19 retention of qualified teachers for Hawaii's public schools
 20 continues to be a challenge for Hawaii's department of education
 21 and charter schools, as well as the teacher education community.
 22 The University of Hawaii's college of education plays a major

1 role in the education of future teachers, continued professional
2 development of educators, and programs that lead to licensing,
3 certificate programs, mentoring of teachers, educational
4 research, and policy studies.

5 The legislature further finds that the strategic plan of
6 the University of Hawaii at Manoa calls for an ongoing
7 commitment to public education in Hawaii.

8 The legislature further finds that teachers have expressed
9 great frustration with the implementation of and compliance with
10 the No Child Left Behind Act. Since its enactment, there has
11 been a significant amount of experience and analysis of the
12 effectiveness of the No Child Left Behind Act approach to
13 assessments and standards. At the same time, many school
14 systems, including the Hawaii state department of education,
15 have sought to utilize nationally produced assessment
16 instruments that have not always met the needs of our
17 communities. In fact, the State, like many others, has not
18 taken full advantage of the flexibilities that are offered by
19 federal law. It is also apparent that referencing our standards
20 requirements to a law that may be modified or repealed may limit
21 the State's options.



1 The legislature further finds that greater collaboration
2 between the University of Hawaii's many educational resources,
3 including the Hawaii educational policy center and the
4 department of education, will benefit all of Hawaii's students.

5 Specifically, this part includes appropriations for the
6 following programs:

7 (1) Teacher education capacity (fiscal year 2007-2008:

8 \$; fiscal year 2008-2009: \$). To

9 continue efforts to fill the State's need for

10 qualified teachers for Hawaii's keiki, this

11 appropriation for additional permanent positions in

12 fiscal year 2007 and another in fiscal year 2008 for

13 the college of education allows the school to accept

14 more qualified students into teacher education

15 programs, thus increasing the number and quality of

16 locally produced teachers in shortage areas such as

17 mathematics, science, and, in keeping the P-20

18 initiative, early childhood education;

19 (2) Supporting the center on disability studies (fiscal

20 year 2007-2008: \$; fiscal year 2008-2009:

21 \$). To meet federal grant requirements for

22 institutional support, the center on disability



1 studies requests two additional permanent faculty
 2 positions. The center on disability studies operates
 3 with only one general-funded position. The additional
 4 positions will enable the center on disability studies
 5 to further expand its ability to obtain additional
 6 grant funds and, therefore, its outreach to serve the
 7 increasing numbers of persons with disabilities. The
 8 center on disability studies works through training,
 9 research, and service to improve quality of life for
 10 people with disabilities throughout the State, and
 11 currently manages more than eighty-eight faculty and
 12 staff members and fifty projects with a budget of over
 13 \$;

14 (3) Funding for mentor teachers (fiscal year 2007-2008:
 15 \$; fiscal year 2008-2009: \$).

16 Cooperating teachers/counselors and
 17 observation/participating teachers in grades
 18 kindergarten through twelve classrooms throughout the
 19 State provide an essential service to the college of
 20 education by supervising and mentoring full-time
 21 student teachers and other education practicum



1 students in the field required for licensure. Funding
2 for this item is requested to:

3 (A) More appropriately compensate mentor teachers for
4 the additional work they provide in developing
5 Hawaii's teacher workforce; and

6 (B) Put mentor compensation on par with other
7 institutions of higher learning in the State;

8 (4) Funding for schools to apply to become professional
9 development schools (fiscal year 2007-2008: \$;
10 fiscal year 2008-2009: \$). Schools in
11 reconstruction status under the federal No Child Left
12 Behind law may compete for grants that address
13 standards-based learning, teacher preparation, and
14 professional development by the placement of faculty
15 within the school to work with future and current
16 teachers;

17 (5) Permanent special education faculty (fiscal year
18 2008-2009: \$). The State of Hawaii's need for
19 more qualified special is allocated teachers is
20 increasing. In order to fulfill this need, the
21 college of education requests funds to hire seven
22 permanent faculty and one full-time staff person in



1 the special education department. These positions
 2 have been funded by the Hawaii department of education
 3 under a memorandum of agreement with the college of
 4 education, which, if discontinued, would impact the
 5 college of education's ability to produce qualified
 6 special education teachers;

7 (6) Funding responsibility for the master of education in
 8 teaching program (fiscal year 2007-2008: \$;
 9 fiscal year 2008-2009: \$). Transfer funding
 10 for the master of education in teaching program from
 11 the department of education to the college of
 12 education and expand stipends to include native
 13 Hawaiian cohort teachers. The master of education in
 14 teaching program is a two-year program, including two
 15 semesters of field experience in grades kindergarten
 16 through twelve classroom settings. During the fourth
 17 semester, teacher candidates work as teacher interns,
 18 whereby they fill a vacated department of education
 19 teacher position and are the teacher of record from
 20 January to the end of the department of education
 21 calendar year. The funds are used to pay mentor
 22 teachers in the program and stipends to the student



1 interns in both the on-going master of education in
2 teaching program cohort and to expand funding to
3 include the native Hawaiian master of education in
4 teacher program cohort;

5 (7) Provide funding for the office of school redesign at
6 the University of Hawaii at Manoa (fiscal year
7 2007-2008: \$; fiscal year 2008-2009:
8 \$). The office of school redesign will provide
9 technical support to public secondary schools and help
10 in the development and implementation of small
11 learning communities within large secondary schools
12 throughout the State. With the appropriated moneys,
13 the office will:

14 (A) Maintain a research database on the creation and
15 effectiveness of small redesigned secondary
16 schools;

17 (B) Lead state advocacy efforts for the creation of
18 small redesigned secondary schools;

19 (C) Provide technical assistance to schools engaging
20 in redesign through professional development
21 institutes, facilitating/arranging visitations to
22 exemplary or merging sites in Hawaii and



- 1 elsewhere, and preparing/supporting a cadre of
2 on-site coaches;
- 3 (D) Develop and promote connections and professional
4 development opportunities for learning and
5 sharing among local change agents;
- 6 (E) Participate with national networks of
7 practitioners and researchers involved in
8 launching or redesigning schools and school
9 systems;
- 10 (F) Promote the concept of a research cadre that will
11 be involved in developing, documenting, and
12 disseminating understandings about school
13 redesign, and contributing to a research
14 database. Promote and facilitate dialogue among
15 various school stakeholders with respect to the
16 most current research and understandings about
17 school redesign;
- 18 (G) Foster communication among educators, decision-
19 makers, and the greater community to advance
20 secondary school redesign; and
- 21 (H) Assist schools in preparing grant applications to
22 advance redesign activities;



1 (8) Continue to support the collaboration of the college
2 of education in filling the gap in producing highly
3 qualified teachers. The Teach for America program in
4 Hawaii is a partnership of the Hawaii department of
5 education, the University of Hawaii college of
6 education, and the national Teach for America program
7 with support from the state legislature, the
8 governor's office, and private
9 foundations/corporations. The intent is to provide
10 highly qualified teachers in traditionally hard to
11 fill areas such as mathematics, science, and special
12 education, to serve in high poverty, high need
13 communities. These are areas that the institutions of
14 higher education in Hawaii collectively have been
15 consistently unable to address. Teach for America is
16 currently recruiting teachers to fill Hawaii
17 vacancies. The funds are to provide a masters of
18 education in teaching degree for newly hired Teach for
19 America teachers (4 positions for fiscal year
20 2007-2008: \$; 4 positions for fiscal year
21 2008-2009: \$); and



1 (9) Create a seamless career pathway from high school to
2 community college to baccalaureate completion
3 preparing educational assistants and teachers to fill
4 high need areas through Leeward community college and
5 the University of Hawaii at Manoa college of
6 education. Leeward community college and the college
7 of education will work together to recruit, train, and
8 retain prospective educational assistants,
9 paraprofessionals, and elementary and secondary
10 teachers by combining resources to reach out to
11 community members interested in pursuing a career in
12 education. Leeward community college will provide
13 education training resulting in an associate of arts
14 in teaching degree. The college of education will
15 accept Leeward community college associate of arts in
16 teaching degree holders into an upper division cohort
17 specially designed for associate of arts in teaching
18 graduates that will lead to state teacher licensure.
19 Courses will be delivered in Leeward communities
20 through face-to-face, distance learning, and/or hybrid
21 instruction. Leeward community college requests 2.5
22 positions (fiscal year 2007-2008: \$; fiscal



1 year 2008-2009: \$). College of education
2 requests 3.5 positions (fiscal year 2007-2008:
3 \$; fiscal year 2008-2009: \$).

4 The legislature further finds that currently the public
5 school system in Hawaii is not graduating adequate numbers of
6 students with basic science, technology, engineering, and
7 mathematics (STEM) skills to meet the workforce demands of the
8 State. An emphasis must be placed on programs to develop skills
9 in these areas to prepare our students for challenging careers
10 in this global society where STEM disciplines have become much
11 more prominent. In order to properly educate and prepare
12 students in the STEM disciplines, the State must invest in the
13 training of an educated teaching workforce to help to ensure
14 that our students will succeed in the workforce. The
15 legislature finds that the quality of STEM teaching in Hawaii's
16 schools will be improved by providing enhanced professional
17 development opportunities for practicing teachers.

18 The purpose of this part is to provide funding for key
19 programs that will increase the capacity of the college of
20 education to educate qualified teachers, meet federal
21 requirements for institutional support of disability studies,
22 expand teacher professional development and mentoring programs,



1 and transfer the office of school redesign from the department
2 of education to the University of Hawaii. In addition, this
3 part will:

4 (1) Establish the research experience for teachers program
5 to support the development of middle school teacher
6 STEM skills and knowledge and develop middle school
7 curriculum for STEM subjects and provide funding
8 therefor;

9 (2) Establish a professional development program for
10 grades kindergarten through twelve teachers and
11 provide funding therefore;

12 (3) Clarify the dual purposes of the Hawaii educator loan
13 program;

14 (4) Amend the amounts of loan forgiveness for the Hawaii
15 educator loan program;

16 (5) Appropriate funds for the Hawaii teacher cadet
17 program; and

18 (6) Appropriate funds for induction teacher mentoring for
19 new teachers and teachers who are new to Hawaii at a
20 fifteen-to-one teacher to mentor ratio.

21 SECTION 8. (a) There is established the research
22 experiences for teachers program, which shall be administered by



1 the University of Hawaii college of engineering. The purpose of
2 the research experiences for teachers program shall be to
3 support the development of middle school teacher skills and
4 knowledge and the development of middle school curriculum
5 materials in science, technology, engineering, and mathematics
6 (STEM) subject areas, with a particular focus on wireless
7 communications.

8 (b) The research experiences for teachers program shall:

- 9 (1) Educate teachers in the advances in technology in
10 wireless communications and engineering;
- 11 (2) Enhance teacher research skills through the use of
12 software and innovative uses of equipment;
- 13 (3) Provide teacher participants with hands on research
14 experiences;
- 15 (4) Support teachers in developing classroom lessons and
16 program activities that meet their course objectives
17 and student performance standards; and
- 18 (5) Provide opportunities to share and collaborate with
19 other teacher participants to ensure successful
20 implementation of curricula and programs.

21 (c) The research experiences for teachers program shall
22 include but not be limited to the following activities:



- 1 (1) Providing on-site lectures, demonstrations, and
2 laboratory tours at the University of Hawaii and
3 middle schools;
- 4 (2) Reviewing wireless communication concepts, methods,
5 history, and applications;
- 6 (3) Reviewing engineering and relevant science concepts,
7 research methodology, and real-world applications;
- 8 (4) Reviewing key components of inquire-based teaching
9 materials;
- 10 (5) Providing teachers with technical content support;
- 11 (6) Assisting teachers in adapting state-of-the-art
12 engineering research into a meaningful classroom
13 experience for students;
- 14 (7) Providing semiannual video conference/seminar to
15 transfer relevant information and experiences among
16 teacher participants and sponsors;
- 17 (8) Providing summer engineering workshops for teachers;
18 and
- 19 (9) Maintaining a website for content and program
20 dissemination.

21 SECTION 9. There is established within the University of
22 Hawaii a professional development program to provide practicing



1 elementary, middle, and high school teachers of science and
2 mathematics with opportunities to increase their knowledge and
3 understanding of recent developments in science, technology,
4 engineering, and mathematics. The professional development
5 program shall be open to both certificated and non-certificated
6 teachers. Design of the professional development program shall
7 include evaluation of best practices in other school
8 jurisdictions. In recognition that the year-round public school
9 calendar has shortened the summer period, that not all schools
10 are on the same academic calendar, and that programs throughout
11 the year, offered in a variety of formats, would facilitate
12 immediate implementation in the classroom, the program shall
13 have the following attributes:

14 (1) Flexibility—the program shall provide a variety of
15 options designed to meet the specific needs of
16 Hawaii's teachers, which may include summer
17 institutes, a combination of summer, after school, or
18 weekend institutes, distance learning through video
19 conferencing or other mechanisms, neighbor island
20 locations, or other options; and



1 (2) Accountability—the program shall provide a method to
2 track the student outcomes derived from participation
3 in the program.

4 The goal of the professional development program for
5 practicing teachers shall be to provide training for two
6 thousand six hundred teachers during the 2007-2009 biennium.

7 SECTION 10. Section 304A-701, Hawaii Revised Statutes, is
8 amended to read as follows:

9 "[+]§304A-701[+] **Hawaii educator loans; eligibility;**
10 **amounts[-]; forgiveness.** (a) There is created the Hawaii
11 educator loan program to be administered by the University of
12 Hawaii, [~~to provide financial support to students who complete~~]
13 the purpose of which is to:

- 14 (1) Provide recruitment incentives for students to enroll
15 in state-approved teacher education programs; and
- 16 (2) Provide a retention incentive for teachers who have
17 graduated from a state-approved teacher education
18 program and who agree to teach in the Hawaii public
19 school system.

20 Eligibility shall be awarded by the university to students on a
21 competitive basis.



1 **(b)** The amount to be loaned to a student as a recruitment
2 incentive shall be determined by the board of regents based on
3 need for financial aid and proof of acceptance into a state-
4 approved teacher education program at the university. The
5 maximum amount of loans that a student may receive under this
6 program shall be an aggregate amount equivalent to tuition
7 payments and costs of textbooks and other instructional
8 materials necessary to complete a state-approved teacher
9 education program.

10 **(c)** Any loan provided under this section shall be eligible
11 for loan forgiveness as provided under section 304A-702."

12 SECTION 11. Section 304A-702, Hawaii Revised Statutes, is
13 amended as follows:

14 1. By amending subsection (b) to read:

15 "(b) Upon a showing of proof that the loan recipient has
16 completed a state-approved teacher education program and is
17 employed as a full-time teacher in the Hawaii public school
18 system, [~~one-tenth~~] per cent of the total amount of the loan
19 and interest shall be waived for every year of the first [~~five~~]
20 three years, and the remaining balance shall be waived after the
21 sixth year that a loan recipient teaches in a Hawaii public
22 school in a hard-to-fill position as determined by the



1 superintendent of education, including special education,
2 regular education shortage categories, or Title I schools, and
3 in one of the following capacities:

4 (1) As an elementary school teacher teaching in the field
5 of elementary education who has met standards as set
6 forth by the Hawaii teacher standards board; or

7 (2) As a secondary school teacher teaching in the subject
8 area that is relevant to the loan recipient's academic
9 major as certified by the department of education who
10 has met standards as set forth by the Hawaii teacher
11 standards board."

12 2. By amending subsection (d) to read:

13 "(d) If a loan recipient subject to this section fails to
14 teach in the Hawaii public school system for a minimum of [~~ten~~
15 six consecutive years from the loan recipient's original date of
16 employment with the department of education[~~r~~] or a charter
17 school, excluding sabbatical and other forms of temporary leaves
18 of absence, then the loan recipient shall repay any remaining
19 loan balance at the rate of ten per cent simple interest."

20 SECTION 12. There is appropriated out of the general
21 revenues of the State of Hawaii the sum of \$, or so
22 much thereof as may be necessary for fiscal year 2007-2008, and



1 the same sum, or so much thereof as may be necessary for fiscal
2 year 2008-2009, for the University of Hawaii to carry out the
3 purposes of this part, including the hiring of necessary staff;
4 provided that:

5 (1) For fiscal year 2007-2008, the sums appropriated shall
6 be allocated as follows:

7 (A) \$ for an additional position for the
8 college of education to increase teacher
9 education capacity;

10 (B) \$ for 2.0 (FTE) positions for the center
11 on disability studies;

12 (C) \$ for funding mentor teachers;

13 (D) \$ to enable schools to apply to become
14 professional development schools;

15 (E) \$ for the master of education in teaching
16 program;

17 (F) \$ for the office of school redesign;

18 (G) \$ for the college of education to fund
19 masters of education in teaching degrees for
20 teachers;

21 (H) \$ for 2.5 (FTE) positions for Leeward
22 community college for educational training;



- 1 (I) \$ for 3.5 (FTE) positions for the college
- 2 of education for educational training; and
- 3 (J) \$ for the Hawaii educator loan program.
- 4 (2) For fiscal year 2008-2009, the sums appropriated shall
- 5 be allocated as follows:
- 6 (A) \$ shall be for 2.0 (FTE) positions for the
- 7 college of education to increase teacher
- 8 education capacity;
- 9 (B) \$ for 2.0 (FTE) positions for the center
- 10 on disability studies;
- 11 (C) \$ for funding mentor teachers;
- 12 (D) \$ to enable schools to apply to become
- 13 professional development schools;
- 14 (E) \$ for permanent special education faculty;
- 15 (F) \$ for the master of education in teaching
- 16 program;
- 17 (G) \$ for the office of school redesign;
- 18 (H) \$ for the college of education to fund
- 19 masters of education in teaching degrees for
- 20 teachers;
- 21 (I) \$ for 2.5 (FTE) positions for Leeward
- 22 community college for educational training;



1 (J) \$ for 3.0 (FTE) positions for the college
2 of education for educational training; and

3 (K) \$ for the Hawaii educator loan program.

4 The sums appropriated shall be expended by the University
5 of Hawaii.

6 SECTION 13. There is appropriated out of the general
7 revenues of the State of Hawaii the sum of \$, or so much
8 thereof as may be necessary for fiscal year 2007-2008, and the
9 sum of \$, or so much thereof as may be necessary for
10 fiscal year 2008-2009, for the research experiences for teachers
11 program.

12 The sums appropriated shall be expended by the University
13 of Hawaii for the purposes of this part.

14 SECTION 14. There is appropriated out of general revenues
15 of the State of Hawaii the sum of \$, or so much thereof
16 as may be necessary for fiscal year 2007-2008, and the amount of
17 \$, or so much thereof as may be necessary for fiscal year
18 2008-2009, for developing programs for professional development
19 in science, technology, engineering, and math (STEM) subjects
20 for practicing teachers.

21 The sums appropriated shall be expended by the University
22 of Hawaii for the purposes of this part.



1 SECTION 15. There is appropriated out of the general
2 revenues of the State of Hawaii the sum of \$, or so
3 much thereof as may be necessary for fiscal year 2007-2008, and
4 the same sum, or so much thereof as may be necessary for fiscal
5 year 2008-2009, to the Hawaii teacher cadet program fund.

6 SECTION 16. There is appropriated out of the Hawaii
7 teacher cadet program fund of the State of Hawaii the sum of
8 \$, or so much thereof as may be necessary for fiscal
9 year 2007-2008, and the same sum, or so much thereof as may be
10 necessary for fiscal year 2008-2009, for the operations of the
11 teacher cadet program, including recruitment, retention,
12 training, and teacher support.

13 The sums appropriated shall be expended by the department
14 of education for the purposes of this part; provided that the
15 Hawaii alliance for future teachers matches the amounts
16 appropriated, as provided in section 302A-401.5, Hawaii Revised
17 Statutes.

18 SECTION 17. There is appropriated out of the general
19 revenues of the State of Hawaii the sum of \$, or so
20 much thereof as may be necessary for fiscal year 2007-2008, and
21 the same sum, or so much thereof as may be necessary for fiscal
22 year 2008-2009, for induction teacher mentoring for new teachers



1 and teachers who are new to Hawaii based upon a fifteen-to-one
2 teacher to mentor ratio. Induction mentors, not new teachers,
3 should be recognized as educators who have demonstrated
4 exemplary performance and these educators shall have the
5 opportunity to be induction teachers and their participation
6 shall be flexible. These teachers shall have full return rights
7 to their previous teaching positions.

8 The sums appropriated shall be expended by the department
9 of education for the purposes of this part.

10 **PART IV. EARLY EDUCATION**

11 SECTION 18. The early learning educational task force,
12 established by Act 259, Session Laws of Hawaii 2006, was
13 assigned the following task:

14 The task force shall develop a five-year plan with
15 annual increments for a coherent, comprehensive, and
16 sustainable early learning system that shall ensure a
17 continuum of quality early learning opportunities for
18 young children in the State from birth up to age five,
19 and which maximizes public and private resources.

20 Among the guiding principles for the design of an early
21 education system is the fact that skilled and knowledgeable
22 early care and education practitioners are an essential key to



1 quality and they must have access to education and training
2 opportunities as well as receive equitable compensation and
3 opportunities in order to succeed.

4 The task force found there are five key elements to
5 proactively increasing early educator capacity, namely to:

- 6 (1) Expand the availability and reach of scholarships,
7 with state-funded financial aid, to support early
8 educators in completing college degrees and early
9 childhood education-related coursework;
- 10 (2) Expand distance learning options for all early
11 educators;
- 12 (3) Expand offerings of early childhood education-related
13 college courses and community-based training to meet
14 the needs of early educators and junior kindergarten
15 teachers who are currently in the workforce;
- 16 (4) Establish a mentoring and coaching program to improve
17 the quality of early childhood programs statewide,
18 starting with a focus on programs for four-year-olds;
19 and
- 20 (5) Establish a recruitment and retention initiative to
21 attract new entrants to the early childhood field,
22 encourage practitioners to improve their



1 qualifications, and entice highly-qualified early
2 educators to remain in Hawaii's early learning
3 community.

4 The legislature further finds that an effective incentive
5 program can be designed based on national models currently used
6 in states with successful programs.

7 The legislature also finds that additional funding is
8 needed for teachers for junior kindergarten programs to ensure
9 an appropriate adult-to-student ratio of one adult for every ten
10 students.

11 In addition, more can be done to identify unused public
12 school land or facilities for use by state early childhood
13 education programs.

14 The purpose of this part is to:

15 (1) Establish an early educator incentive program that
16 will provide funding for professional development, as
17 well as subsidies for employees of early education
18 schools who agree to continue their employment for a
19 minimum of one year in an early education school
20 affiliated with a public school;



- 1 (2) Encourage collaboration between state funded early
- 2 childhood education special education programs and
- 3 private early childhood education providers;
- 4 (3) Develop early childhood education inclusion programs
- 5 in special education early childhood education
- 6 classrooms subsidized by the department of education
- 7 and the parents of the participating children;
- 8 (4) Require the department of education to identify unused
- 9 public school land or facilities for use by state
- 10 early childhood education programs; and
- 11 (5) Appropriate funds.

12 SECTION 19. Chapter 302A, Hawaii Revised Statutes, is
 13 amended by adding a new section to be appropriately designated
 14 and to read as follows:

15 "§302A- Early educator incentive program. (a) There is
 16 established an early educator incentive program within the
 17 department for administrative purposes.

18 (b) The program shall be administered by a nonprofit
 19 organization, the contract for which shall be awarded through a
 20 competitive bid process.



1 (c) The administrator of the program shall create a
2 competitive bid system for early education schools that are
3 willing to participate in the program.

4 (d) Scholarships shall be awarded to residents of the
5 State who are currently caring for or employed to care for three
6 or more unrelated children in private, public, or not-for-profit
7 settings that are either licensed or licensed-exempt while
8 pursuing an associate's degree or bachelor's degree in early
9 childhood education or certification as an early childhood
10 education teacher, including certification as a special
11 education teacher, at a college or university within the
12 University of Hawaii system.

13 (e) Eligibility for scholarships shall be limited to
14 persons who:

15 (1) Provide direct early care and education to three or
16 more unrelated children, including but not limited to
17 persons employed as teachers, aides, assistant
18 teachers, or family child care providers;

19 (2) Have been employed in their positions as early care
20 and education professionals for a minimum of one year
21 prior to applying for the scholarships;



1 (3) Are enrolled in and pursuing courses of study that
2 will lead to an associate's or bachelor's degree as an
3 early childhood care and education professional or
4 certification as a teacher, including certification in
5 special education; and

6 (4) Commit to teach in an early childhood care and
7 education setting for at least one year following the
8 course completion date; provided that if scholarships
9 are provided for two or more courses during the same
10 school term, the commitment to teach shall remain one
11 year.

12 (f) The nonprofit organization shall establish guidelines
13 approved by the department governing the implementation of the
14 scholarship program. The guidelines shall include but not be
15 limited to the following:

16 (1) The level of academic achievement scholarship
17 recipients shall be required to maintain while
18 participating in the scholarship program;

19 (2) The maximum scholarship a person may be awarded in a
20 designated period of time;

21 (3) The allowable expenses, including tuition, fees,
22 books, and travel stipends;



1 (4) The financial responsibilities of scholarship
2 recipients should they fail to complete their course
3 requirements; and

4 (5) The duties and obligations of scholarship recipients
5 upon graduation, including the minimum number of years
6 that they shall be required to work in early childhood
7 care and education in the State.

8 (g) The nonprofit organization shall also provide wage
9 supplements to staff in licensed and licensed-exempt settings
10 that serve a minimum of three unrelated children; provided that
11 all teaching staff and administrative staff who supervise
12 teachers' work with children in center-based programs, including
13 for-profit, faith-based, private, nonprofit, and subsidized
14 programs, shall be eligible for wage supplements, regardless of
15 job or program title.

16 Subject to the availability of sufficient funds, the wage
17 supplements shall be paid to early childhood practitioners in
18 the form of bonuses at six-month intervals. Six months of
19 continuous service with a single employer shall be required to
20 be eligible to receive a wage supplement bonus.

21 Wage supplements shall be paid directly to early childhood
22 care and learning program organizations, who in turn shall be



1 responsible for paying these supplements to their eligible
 2 employees. Organizations shall be responsible for providing the
 3 nonprofit organization with the required qualifying documents,
 4 including transcripts, to demonstrate their qualifications for a
 5 particular wage supplement level. Individuals receiving the
 6 wage supplements shall be currently working in a licensed or
 7 licensed-exempt setting that serves three or more unrelated
 8 children or they shall not be eligible to receive wage
 9 supplements. Wage supplements plus an individual's wages shall
 10 not exceed an amount equal to the wages of a public school
 11 teacher with commensurate education and experience."

12 SECTION 20. Section 302A-401, Hawaii Revised Statutes, is
 13 amended by amending subsection (b) to read as follows:

14 "(b) For the purposes of this section:

15 "Eligible student" means a high school student in the
 16 eleventh or twelfth grade who:

17 (1) Has passed a standardized test administered by the
 18 college that demonstrates the student's ability to
 19 succeed at the college level;

20 (2) Is under the age of twenty-one as of September 1 of
 21 the school year in which the college course is taken;
 22 and



1 (3) Has other qualifications deemed appropriate by the
 2 department of education or the University of Hawaii;
 3 provided that subsequent qualifications do not
 4 restrict any student from taking the standardized
 5 test.

6 "Qualified course" means any vocational or academic course
 7 offered by the University of Hawaii system that also applies to
 8 the department's graduation requirements or is otherwise
 9 permitted by department rule or policy[-]; provided that
 10 "qualified course" shall include any professional and career
 11 education for early childhood course offered by the University
 12 of Hawaii system at the one hundred level and above."

13 SECTION 21. Section 302A-1506.5, Hawaii Revised Statutes,
 14 is amended to read as follows:

15 "[+]§302A-1506.5[+] **Early childhood education facilities;**
 16 **identifying sites[-]; inspections.** (a) The department [e~~f~~
 17 ~~education]~~ shall identify unused public school facilities for
 18 use by early childhood education programs. Suitable empty
 19 classrooms, as determined by the department, shall be
 20 [~~inventoried for potential use in]~~ prepared and utilized for
 21 early childhood education programs[-]; provided that the
 22 classrooms shall meet the licensing standards determined by the



1 departments of education and human services. Priority shall be
2 given to land or facilities on sites with sufficient space for
3 three or more classrooms to be renovated or constructed.

4 (b) The department shall assist in the identification of
5 possible construction sites for private providers to build early
6 childhood education facilities.

7 (c) The department shall inspect each early childhood
8 education facility as frequently as it deems necessary for the
9 proper operation, sanitation, and safety of the facility. The
10 inspections shall be made at least once each year. All early
11 childhood education facilities shall be open at all times to
12 visitation and inspection by representatives of the departments
13 of education, human services, and health, and by the designated
14 representatives of the respective county fire departments.

15 (d) The department may adopt rules pursuant to chapter 91
16 to effectuate this section."

17 SECTION 22. There is appropriated out of the general
18 revenues of the State of Hawaii the sum of \$, or so
19 much thereof as may be necessary for fiscal year 2007-2008, and
20 the same amount, or so much thereof as may be necessary for
21 fiscal year 2008-2009, for the early educator incentive program.



1 The sums appropriated shall be expended by the department
2 of education for the purposes of this part.

3 SECTION 23. There is appropriated out of the general
4 revenues of the State of Hawaii the sum of \$, or so
5 much thereof as may be necessary for fiscal year 2007-2008, and
6 the same amount, or so much thereof as may be necessary for
7 fiscal year 2008-2009, for junior kindergarten teachers, to
8 ensure that the student-to-teacher ratio in junior kindergarten
9 programs shall not exceed ten students for every one adult.

10 The sums appropriated shall be expended by the department
11 of education for the purposes of this part.

12 SECTION 24. There is appropriated out of the general
13 revenues of the State of Hawaii the sum of \$, or so
14 much thereof as may be necessary for fiscal year 2007-2008, and
15 the same sum, or so much thereof as may be necessary for fiscal
16 year 2008-2009, for the department of education to provide
17 subsidies to private early childhood education providers to
18 accept early childhood education special education students and
19 to hire early childhood education intervention specialists to
20 provide direct services to special education early childhood
21 education students in private programs.



1 The sums appropriated shall be expended by the department
2 of education for the purposes of this part.

3 **PART V. ACADEMIC ACHIEVEMENT**

4 SECTION 25. Act 160, Session Laws of Hawaii 2006,
5 appropriated \$2,000,000, for purchasing science textbooks and
6 teaching resources.

7 The purpose of this part is to improve the academic
8 achievement of students in mathematics and science by providing
9 funds for the following purposes:

- 10 (1) To purchase mathematics and science textbooks and
11 other learning materials, including virtual learning
12 resources, for articulated K-12 mathematics and
13 science instruction within a complex;
- 14 (2) To provide funds for professional development and
15 teaching resources in mathematics, and the use of
16 assessments to provide appropriate mathematics
17 interventions for individual students; and
- 18 (3) To provide funds for mathematics coaches and their
19 training.

20 SECTION 26. There is appropriated out of the general
21 revenues of the State of Hawaii the sum of \$, or so



1 much thereof as may be necessary for fiscal year 2007-2008, for
2 the purposes of:

- 3 (1) Purchasing mathematics textbooks and other mathematics
- 4 learning materials;
- 5 (2) Funding professional development for teachers of
- 6 mathematics, mathematics coaching; and
- 7 (3) Conducting assessments to provide appropriate
- 8 mathematics interventions for individual students.

9 The sum appropriated shall be expended by the department of
10 education for the purposes of this part.

11 SECTION 27. There is appropriated out of the general
12 revenues of the State of Hawaii the sum of \$, or so
13 much thereof as may be necessary for fiscal year 2007-2008, to
14 purchase science textbooks and other teaching resources;
15 provided that schools within a complex receiving funds have a
16 K-12 articulated science curriculum.

17 **PART VI. MISCELLANEOUS**

18 The sum appropriated shall be expended by the department of
19 education for the purposes of this part.

20 SECTION 28. Statutory material to be repealed is bracketed
21 and stricken. New statutory material is underscored.



1 SECTION 29. This Act shall take effect on July 1, 2007;
2 provided that sections 10, 11, 19, 20, and 21 shall be effective
3 upon approval.



Report Title:

Education; Omnibus Accountability Act

Description:

Provides for academic and fiscal accountability in education by addressing: (1) funding for fiscal and academic accountability and the creation of district level business and educational services centers; (2) appropriates funds for specialized high schools linked to Hawaii's workforce development needs; (3) enhancing the role of the college of education and the University of Hawaii in Hawaii's educational research and policy development; and (4) creating an early education initiative designed to attract and retain more early education teachers and to provide public land and facilities for early education programs. Appropriates funds for mathematics textbooks and other mathematics learning materials, professional development for teachers of mathematics, mathematics coaching, and the use of assessments to provide appropriate mathematics interventions for individual students. (SD2)

