

JAN 23 2008

A BILL FOR AN ACT

RELATING TO TEACHERS.

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

PART I

1
2 SECTION 1. The purpose of this measure is to address the
3 ongoing teacher shortage problem in the State through various
4 programs, incentives, appropriations, and changes to the current
5 law relating to teachers. Specifically, this measure:

6 (1) Appropriates funds for public school teachers and
7 teacher candidates to take PRAXIS preparatory courses,
8 tutorials, or programs to become highly qualified
9 under the No Child Left Behind Act;

10 (2) Provides teachers with at least ten years of prior
11 teaching experience ten years of service credit when
12 determining the classification of a teacher hired to
13 teach in a hard-to-fill school or subject area;

14 (3) Provides local private school or out-of-state national
15 board certified teachers with full credit for the
16 teacher's total number of years of teaching
17 experience;



- 1 (4) Establishes and appropriates funds for the teacher
2 workforce strategic planning committee to address
3 teacher workforce issues in the State;
- 4 (5) Establishes a tax credit to teachers for professional
5 development and training expenses;
- 6 (6) Appropriates funds to establish professional
7 development schools within Hawaii public schools to
8 train preservice teachers;
- 9 (7) Establishes a graduate school loan program and
10 corresponding special fund for qualified individuals
11 in the areas of occupational therapy, physical
12 therapy, speech language pathology, and school
13 psychology; provides for a loan forgiveness schedule
14 for individuals who maintain approved employment; and
15 appropriates funds for the program;
- 16 (8) Provides teachers receiving satisfactory service
17 performance evaluations with annual step increases for
18 five years; prohibits department of education teachers
19 with marginal service performance evaluations from
20 receiving annual step increases; and excludes teachers
21 at the top salary levels from receiving annual step
22 increases;



1 hundred. By the 2015-2016 school year, the number can be
2 reduced to approximately eight hundred new hires. In order to
3 accomplish the foregoing reductions, the State must support
4 efforts to assist in-service teachers in passing PRAXIS
5 examinations to become licensed.

6 The purpose of this part is to appropriate funds to assist
7 public school teachers and teacher candidates participating in
8 preparatory courses, tutorials, or programs for the PRAXIS
9 examinations to become highly qualified under the No Child Left
10 Behind Act.

11 SECTION 3. 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 2008-2009 to
14 assist public school teachers participating in preparatory
15 courses, tutorials, or programs for the PRAXIS examinations to
16 become highly qualified under the No Child Left Behind Act.

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

19 **PART III**

20 SECTION 4. Section 302A-618, Hawaii Revised Statutes, is
21 amended by amending subsection (a) to read as follows:



1 The legislature further finds that the Hawaii educational
2 policy center recommended that the legislature convene a teacher
3 workforce strategic planning committee to develop, adopt, adapt,
4 track, and evaluate the implementation of a strategic teacher
5 workforce development plan for the State.

6 The purpose of this part is to establish the teacher
7 workforce strategic planning committee and provide funding
8 therefor.

9 SECTION 6. (a) There is established the teacher workforce
10 strategic planning committee within the University of Hawaii.
11 The teacher education coordinating committee shall provide
12 administrative, technical, and clerical support to the
13 committee.

14 (b) The teacher workforce strategic planning committee
15 shall consist of nine members, without regard to section 26-34,
16 Hawaii Revised Statutes, as follows:

- 17 (1) The superintendent of education or the
18 superintendent's designee;
- 19 (2) The chair of the Hawaii teacher standards board, or
20 the chair's designee;
- 21 (3) One representative from the University of Hawaii at
22 Manoa college of education;



1 (4) One representative from the University of Hawaii at
2 Hilo education department;

3 (5) One representative from the University of Hawaii, West
4 Oahu campus division of social services;

5 (6) One representative from Brigham Young University
6 Hawaii school of education;

7 (7) One representative from Hawaii Pacific University
8 teacher education program;

9 (8) One representative from Chaminade University education
10 division; and

11 (9) One representative from the University of Phoenix
12 Hawaii campus college of education.

13 (c) The members of the teacher workforce strategic
14 planning committee shall select a chair from among the members.

15 A majority of the members shall constitute a quorum. The
16 members shall not receive compensation for their services but
17 shall be reimbursed for necessary expenses, including travel
18 expenses, incurred in the performance of their duties under this
19 Act. Any member of the task force shall be immune from civil
20 liability, as provided for under section 26-35.5, Hawaii Revised
21 Statutes.



1 (d) The teacher workforce strategic planning committee
2 shall:

3 (1) Develop, adopt, adapt, track, and evaluate the
4 implementation of a strategic teacher workforce
5 development plan;

6 (2) Develop an affordable, easily implemented, multi-
7 agency teacher data system to identify and track
8 teacher candidates through the educational,
9 employment, and professional development pipeline.

10 The system should collect timely and ongoing data to
11 assist policymakers in making decisions and in
12 identifying important trends or patterns that inform
13 and improve targeted teacher recruitment, hiring,
14 retention, professional support and development, and
15 premature retirement or departure rates. The system
16 should also contemplate the need for the transfer of
17 appropriate data, with protocols to protect individual
18 privacy; and

19 (3) Conduct research on the development and implementation
20 of detailed entrance and exit surveys from
21 institutions of higher education that match student
22 and employee dispositions and experiences with the



1 size, type, and culture of the school to which they
2 were assigned. Research should also focus on why
3 teachers decide to enter the workforce, reasons for
4 transferring from school to school, and factors
5 influencing teachers to leave teaching.

6 (e) The teacher workforce strategic planning committee
7 shall submit its findings and recommendations, including
8 proposed legislation, if necessary, to the legislature no later
9 than twenty days prior to the convening of the regular session
10 of 2009.

11 SECTION 7. 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 2008-2009 for
14 the teacher workforce strategic planning committee established
15 pursuant to this part.

16 The sum appropriated shall be expended by the University of
17 Hawaii for the purposes of this part.

18 **PART V**

19 SECTION 8. The legislature finds that, pursuant to Act
20 313, Session Laws of Hawaii 2001, the legislature supported and
21 funded the establishment and support of professional development
22 schools in Hawaii. Professional development schools, wherein a



1 public school enters into formal agreements with teacher
2 education programs that address standards-based education and
3 teacher preparation, equip teachers with the resources and
4 skills necessary to ensure that all students attain their full
5 potential. An important component of professional development
6 schools is mentoring and induction, which is only part of a
7 holistic approach focused on a specific school or an entire
8 complex. Professional development schools are based on shared
9 decision-making between all parties to improve student learning.
10 Professional development schools have proven successful in: (1)
11 helping hard-to-fill schools grow their own future teachers; (2)
12 better preparing teacher candidates to teach; (3) positively
13 impacting preschool through grade twelve student achievement;
14 and (4) improving teacher retention.

15 The purpose of this part is to appropriate funds for the
16 establishment of professional development schools in public
17 schools in the State.

18 SECTION 9. There is appropriated out of the general
19 revenues of the State of Hawaii the sum of \$300,000 or so much
20 thereof as may be necessary for fiscal year 2008-2009 for the
21 establishment of three professional development schools in
22 Hawaii public schools; provided that:



- 1 (1) The department of education shall allocate funds to
2 professional development schools by means of
3 competitive grants subject to the availability of
4 resources;
- 5 (2) A grant application shall include a description of how
6 the professional development school will meet the
7 professional development school standards of the
8 National Council for the Accreditation of Teacher
9 Education and the department's six images of success:
- 10 (A) Standards-based learning;
 - 11 (B) Professionalism and the capacity of the system;
 - 12 (C) Quality of student support;
 - 13 (D) Coordinated team work;
 - 14 (E) Responsiveness of the system; and
 - 15 (F) Focused and sustained action;
- 16 (3) Five per cent of the funds appropriated for the
17 establishment and continued development of
18 professional development schools shall be set aside
19 for program administration, including an annual
20 professional development school conference;
- 21 (4) Grants may be awarded for up to five years at a time
22 and may be renewable; and



1 social services, and related industries in Hawaii. Although the
2 University of Hawaii does maintain a graduate degree program in
3 speech and audiology, the program is currently under probation
4 making future accreditation questionable. Additionally, there
5 is one graduate program in school psychology, but it is
6 currently not accredited. As a result, many Hawaii residents
7 are not only seeking further education in the areas of physical,
8 occupational, and speech therapy outside of the State, but are
9 also continuing to pursue their careers outside of Hawaii. The
10 legislature further finds that the need to establish incentives
11 to recruit qualified individuals for the provision of necessary
12 rehabilitative, therapeutic, and other related services in
13 Hawaii will help to build the State's workforce and ensure our
14 residents receive proper care and treatment.

15 The purpose of this part is to establish a rehabilitative
16 and related services graduate school loan program for licensed
17 therapists and related service providers enrolled in accredited
18 programs. The program shall also provide for loan forgiveness
19 based upon employment in Hawaii with the State or another
20 qualifying institution following completion of the graduate
21 program.



1 SECTION 11. Chapter 304A, Hawaii Revised Statutes, is
2 amended by adding a new part to be appropriately designated and
3 to read as follows:

4 **"PART . REHABILITATIVE AND RELATED**
5 **SERVICES GRADUATE SCHOOL LOAN PROGRAM**

6 **§304A-A Definitions.** As used in this part, unless the
7 context otherwise requires:

8 "Approved course of study" means a course of study in
9 occupational therapy, physical therapy, or speech language
10 pathology approved by the board of physical therapy, the
11 director of commerce and consumer affairs, and the board of
12 speech pathology and audiology, as appropriate, or a school
13 psychology program that is professionally accredited.

14 "Approved employment" means employment with the State or a
15 nonprofit agency or health care organization that satisfies the
16 work requirement under the program in the field of physical
17 therapy, occupational therapy, speech language pathology, or
18 school psychology. Approved employment does not include
19 volunteer services or employment before graduation.

20 "Program" means the rehabilitative and related services
21 graduate school loan program established under this part.



1 "Rehabilitative services" means medical or remedial
2 services provided for the reduction of a physical or mental
3 disability that helps recipients to reach a better functional
4 level and includes services provided in the fields of physical
5 therapy, occupational therapy, and speech language pathology.

6 "Related services" means services that are intended to
7 address the individual needs of students with disabilities in
8 order that they may benefit from their educational program.

9 "Student" means any resident domiciled in this State, who:

10 (1) Is a United States citizen or a permanent resident
11 alien; and

12 (2) Is a college graduate or a full-time student in good
13 standing in a graduate program in physical therapy,
14 occupational therapy, or speech pathology and
15 audiology at a United States accredited university or
16 college.

17 "University" means the University of Hawaii.

18 **§304A-B Rehabilitative and related services graduate**
19 **school loan program; established; administration.** (a) There is
20 established a five-year pilot program to be known as the
21 rehabilitative and related services graduate school loan program
22 to provide financial support to individuals who complete



1 graduate programs in the fields of physical therapy,
2 occupational therapy, speech language pathology, and school
3 psychology and who agree to work in those fields in the State
4 for at least three years after completion of the graduate
5 programs. The program shall be administered by the University
6 of Hawaii center for disability studies.

7 (b) The center for disability studies may provide loans up
8 to \$10,000 per academic year to an eligible student upon
9 confirmation from an approved educational institution that the
10 student has been accepted for enrollment in an approved course
11 of study. Loans shall not exceed the amount set forth herein
12 and shall only be used for tuition, books, laboratory fees, and
13 any other required fees necessary to complete a rehabilitative
14 and related services graduate school program. The loan shall be
15 renewable for one additional year.

16 (c) Eligibility shall be determined by the center for
17 disability studies on a competitive basis; provided that each
18 applicant shall meet all of the following requirements:

19 (1) Show proof of admission to an approved course of
20 study;

21 (2) Comply with any conditions placed on the loan by the
22 center for disability studies;



- 1 (3) Demonstrate an overall grade point average of at least
2 3.0 in the student's undergraduate studies, or
3 maintain an overall grade point average of at least
4 3.0 in the student's graduate program; and
- 5 (4) Enter into a written agreement with the center for
6 disability studies to:
- 7 (A) Satisfy all degree requirements and other
8 requirements under this part;
- 9 (B) Commence employment in this State within six
10 months after completion of an approved degree in
11 physical therapy, occupational therapy, speech
12 language pathology, or school psychology and
13 continue employment for a period of three years
14 for each year a loan is awarded, unless the
15 center for disability studies determines that
16 there are extenuating circumstances for
17 noncompletion; and
- 18 (C) Reimburse the center for disability studies all
19 amounts received under this chapter and interest
20 thereon, as determined by the center for
21 disability studies, if the student fails to
22 comply with subparagraphs (A) and (B).



1 (d) A student shall apply to the center for disability
2 studies, and include all information and documentation required
3 by the center for disability studies.

4 (e) A student who receives a loan under the program shall
5 commence approved employment no later than six months after the
6 receipt of the degree sought. The student shall continue
7 approved employment for a period of three years for each year a
8 loan was awarded to qualify for loan forgiveness under section
9 §304A-C.

10 (f) If a student terminates enrollment in a qualifying
11 rehabilitative or related services graduate school program
12 during the academic year or prior to completion of the approved
13 course of study, the approved educational institution shall
14 notify the center for disability studies in writing and shall
15 return all unused portions of the loan. Returned amounts shall
16 be used to fund other loans under this part.

17 (g) Loans awarded under the program shall be limited to
18 funds contained in the rehabilitative and related services
19 graduate school loan program special fund under section 304A-F.

20 (h) The university shall adopt policies and procedures in
21 accordance with chapter 91 to implement the program; provided
22 that the center for disability studies shall be exempt from the



1 public notice and public hearing requirements of chapter 91 with
2 regard to this part.

3 **§304A-C Repayment of loans; loan forgiveness.** (a) All
4 loans made under this part shall bear interest at five per cent
5 simple interest. Repayment of principal and interest charges
6 shall commence no later than six months following the receipt of
7 a rehabilitative or related services graduate degree unless the
8 center for disability studies determines there are extenuating
9 circumstances that would delay repayment or the loan recipient's
10 continuation of the loan recipient's rehabilitative or related
11 services graduate education, not to exceed an additional three
12 years.

13 (b) The repayment period for all loans received from the
14 center for disability studies shall be ten years from the date
15 of the initial payment. The center for disability studies may
16 charge late fees and all other reasonable costs for the
17 collection of delinquent loans.

18 (c) Upon a showing of proof that the loan recipient has
19 completed a state-approved rehabilitative or related services
20 graduate school program and for each of the three years per loan
21 awarded that the loan recipient is employed in approved
22 employment, one-third of the outstanding loan amount shall be



1 forgiven for each year of approved employment or a pro rata
2 amount for approved employment during part-time employment or
3 other eligible part-time work.

4 (d) If a loan recipient who is a graduate of a
5 state-approved rehabilitative or related services graduate
6 school program fails to be employed in approved employment for
7 at least three years for each year a loan was awarded, from the
8 loan recipient's original date of qualifying employment,
9 excluding temporary leaves of absence, the loan recipient shall
10 repay the original loan amount at the rate of ten per cent
11 simple interest.

12 (e) Liability for repayment of a loan shall be cancelled
13 upon the death or permanent total disability of the borrower.

14 **§304A-D Program administration.** (a) The center for
15 disability studies shall monitor and verify a student's or loan
16 recipient's eligibility and fulfillment of all work requirements
17 under this part.

18 (b) The center for disability studies shall enforce
19 repayment of all loans for a loan recipient who does not comply
20 with this part. In accordance with chapter 103D, the center for
21 disability studies may enter into written contracts with
22 collection agencies for the purpose of collecting delinquent



1 loans. All payments collected, exclusive of a collection
2 agency's commissions, shall revert, and be credited, to the
3 rehabilitative and related services graduate school loan program
4 special fund. A collection agency that enters into a written
5 contract with the center for disability studies for the
6 collection of delinquent loans pursuant to this section may
7 collect a commission from the debtor in accordance with the
8 terms of, and up to the amounts authorized in, the written
9 contract.

10 **§304A-E Annual report.** (a) The center for disability
11 studies shall publish an annual report that shall include
12 information regarding the operation of the program and other
13 relevant information, including:

- 14 (1) The total number of students receiving loans;
15 (2) The total amount of loans provided;
16 (3) The number of full-time and part-time students
17 receiving loans, reported by institution;
18 (4) The amount of funds awarded to students; and
19 (5) The total number of students who withdraw from the
20 program.

21 (b) The annual report shall be submitted to the governor
22 and the legislature not later than twenty days prior to the



1 convening of the regular session of 2009 and each regular
2 session thereafter."

3 SECTION 12. Chapter 304A, Hawaii Revised Statutes, is
4 amended by adding a new section to subpart C of part V to be
5 appropriately designated and to read as follows:

6 **"§304A-F Rehabilitative and related services graduate**
7 **school loan program special fund.** There is established the
8 rehabilitative and related services graduate school loan program
9 special fund, for the purpose of providing loans pursuant to
10 section 304A-B. Appropriations made by the legislature, private
11 contributions, repayment of loans, including interest and
12 payments received on account of principal, and moneys from other
13 sources may be deposited into the special fund; provided that:

14 (1) Moneys on balance in the special fund at the close of
15 each fiscal year shall remain in that fund and shall
16 not lapse to the credit of the general fund; and

17 (2) An amount from the special fund not exceeding five per
18 cent of the total amount of outstanding loans may be
19 set by the center for disability studies to be used
20 for administrative expenses incurred in administering
21 the special fund."



1 SECTION 13. There is appropriated out of the general
2 revenues of the State of Hawaii the sum of \$350,000 or so much
3 thereof as may be necessary for fiscal year 2008-2009 to the
4 rehabilitative and related services graduate school loan program
5 special fund.

6 SECTION 14. There is appropriated out of the
7 rehabilitative and related services graduate school loan program
8 special fund of the State of Hawaii the sum of \$350,000 or so
9 much thereof as may be necessary for fiscal year 2008-2009 to
10 the center for disability studies of the University of Hawaii
11 for the administration of the rehabilitative and related
12 services graduate school loan program.

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

15 **PART VII**

16 SECTION 15. Section 302A-626, Hawaii Revised Statutes, is
17 amended to read as follows:

18 **"§302A-626 Salary increases; annual, [~~longevity,~~**
19 **performance.** (a) Teachers [~~and educational officers~~] who have
20 completed a year's satisfactory service and who have complied
21 with the other requirements of sections 302A-602 to 302A-640,



1 and 302A-701, shall be entitled to an annual [~~increment.~~] one-
2 half step increase.

3 (b) Teachers [~~and educational officers~~] who have [~~served~~
4 ~~satisfactorily for three years in their maximum increment step~~
5 ~~or in any longevity step and who have complied~~]:

6 (1) Received satisfactory performance evaluations, as
7 determined by the principal or immediate supervisor;
8 and

9 (2) Complied with the other requirements of sections
10 302A-602 to 302A-640, and 302A-701, shall receive
11 [longevity] step increases[; provided that the] to the
12 next highest one-half step in each teacher's
13 respective classification; provided that a teacher who
14 has received a satisfactory performance evaluation and
15 has been employed in the same school for at least
16 three consecutive years shall be entitled to a one-
17 step increase to the next highest step in the
18 teacher's classification for the following fiscal
19 year. The board may grant principals and vice-
20 principals [longevity] performance step increases
21 [more frequently than once every three years] pursuant
22 to section 302A-625.



1 and comprised of two or more school complexes. Each school
2 complex consists of a high school and the intermediate or middle
3 and elementary schools that feed into it. The establishment of
4 complex areas allows each administrator to focus on the needs of
5 the supporting schools and school complexes to provide better
6 supervision and support.

7 The legislature believes that the establishment of complex
8 areas provides the opportunity for the more efficient management
9 of schools and school complexes contained therein. The
10 allocation of resources within a complex area could also prove
11 highly cost-effective. More autonomy in the management of
12 complex areas can yield beneficial results for the students,
13 staff, and administrators. For these reasons, greater
14 discretion for the allocation of resources should lie with the
15 complex area superintendents.

16 The purpose of this part is to provide funding to the
17 complex areas for academic coaches and programs or initiatives
18 for professional development or increased teacher retention.

19 SECTION 17. There is appropriated out of the general
20 revenues of the State of Hawaii the sum of \$ or so
21 much thereof as may be necessary for fiscal year 2008-2009 for
22 the fifteen school complex areas; provided that the funds shall



1 be provided on a per pupil basis, which shall be in addition to
2 the allocation provided according to the weighted student
3 formula; provided further that the funds appropriated shall be
4 allocated to provide for the following:

- 5 (1) Academic coaches for school programs including but not
6 limited to robotics, speech and debate, and science
7 clubs; provided that the department of education shall
8 establish and provide funding at three different
9 levels, based upon the total number of students
10 participating in the club or activity and the total
11 number of hands-on hours the coach spends with the
12 students;
- 13 (2) Programs or initiatives for professional development
14 for teachers; and
- 15 (3) Programs or initiatives to increase teacher retention.

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

18 **PART IX**

19 SECTION 18. The legislature finds that with an overall
20 shortage of teachers and other educational staff members,
21 including administrators and related service professionals, many
22 schools are hard-pressed to keep staff from accepting positions



1 in other schools or leaving the profession altogether. The cost
2 and availability of housing can greatly impact the recruitment
3 and retention of teachers, especially in geographically isolated
4 communities and in schools plagued with hard-to-fill vacancies.
5 In addition, the high cost of housing in Hawaii creates added
6 economic stress on younger teachers who are among those most
7 likely to leave the profession. The legislature further finds
8 that there is a critical need to provide housing assistance for
9 the recruitment and retention of teachers in hard-to-fill
10 geographically public schools, as determined by the department
11 of education.

12 The purpose of this part is to establish a teacher housing
13 allowance program to provide housing assistance to teachers
14 employed in public schools in geographically isolated
15 communities and public schools plagued with hard-to-fill
16 vacancies.

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

20 **"§302A- Teacher housing allowance program. (a) The**
21 **department shall establish a teacher housing allowance program**



1 to provide housing allowances to teachers employed to teach at
2 public schools in the State.

3 (b) The amount of the housing allowance shall be equal to
4 the teacher's full-time equivalence multiplied by the difference
5 between the statewide median cost of housing minus the lesser of
6 either the cost of housing in the school district where the
7 teacher is employed or the cost of housing in the school
8 district in which the teacher resides. For purposes of this
9 section, the difference between the school district's cost of
10 housing and the statewide median shall not exceed fifty per cent
11 of the median.

12 (c) The cost of the housing for each school district and
13 the statewide median shall be determined every four years based
14 on a standard set of housing specifications and on data reported
15 for the most recent annual period for which data are available.
16 The collection of data shall be done by a nationally recognized
17 entity that collects statistically valid housing cost data for
18 federal government agencies and businesses, selected by the
19 superintendent and subject to approval by the board. The
20 department shall contract with the entity selected under this
21 subsection from funds provided for this purpose. For the
22 purposes of this section, the "statewide median cost of housing"



1 means the cost at which there is an equal number of districts
2 with higher housing costs and with lower housing costs.

3 (d) The department shall administer the housing allowance
4 program and shall adopt rules pursuant to chapter 91 necessary
5 for the program's implementation."

6 SECTION 20. There is appropriated out of the general
7 revenues of the State of Hawaii the sum of \$ or so
8 much thereof as may be necessary for fiscal year 2008-2009 for
9 the teacher housing allowance program established under this
10 part.

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

13 **PART X**

14 SECTION 21. The legislature finds that Hawaii continues to
15 have a critical shortage of trained teachers for the public
16 school system. In order to address the teacher shortage,
17 members of the Hawaii alliance for future teachers initiated the
18 teacher cadet program, which began in the 2004-2005 school year
19 with participation of five public high schools: Farrington,
20 Kaimuki, Campbell, Kapolei, and Kahuku high schools. By the
21 2006-2007 school year, the number of participating schools had
22 increased to twelve schools.



1 For three years, the Hawaii alliance for future teachers,
2 in partnership with the department of education, implemented a
3 course called explorations in education in some public schools
4 in Hawaii. The goal of the Hawaii alliance for future teachers
5 is to home-grow our own teachers by introducing high school
6 students to the world of teaching. In three years, the number
7 of participating schools has increased from five to twelve
8 schools and approximately two hundred students, mostly seniors,
9 have completed the course.

10 Members of the first cohort group are presently into their
11 junior year in college. A database system has been installed to
12 track all of the students who have gone through the teacher
13 cadet program. The best and brightest students have been
14 recruited to go through a rigorous course that addresses
15 standards in the teaching profession.

16 The content of the course includes learning styles, self-
17 assessment, developmental stages of learning, governance in
18 schools, the history of education in the United States and
19 Hawaii, and realities of the teaching profession, including
20 salaries. An important component of the explorations course,
21 renamed teacher education in 2006, is the field experience where
22 students actually experience teaching and work with teachers and



1 students on a regular basis. The feedback from students and
2 mentor teachers has been overwhelmingly positive in terms of
3 gains made by the students in the classrooms as well as the
4 enriching experience for high school students who are seriously
5 considering teaching as a career.

6 The purpose of this part is to appropriate funds to the
7 Hawaii teacher cadet program to address the teacher shortage in
8 Hawaii and provide for the expeditious release of funding by
9 removing matching requirements for appropriations made to the
10 Hawaii teacher cadet program.

11 SECTION 22. Section 302A-401.5, Hawaii Revised Statutes,
12 is amended to read as follows:

13 **"[+]§302A-401.5[+] Hawaii teacher cadet program fund. (a)**

14 There is established the Hawaii teacher cadet program fund as a
15 separate fund of the Hawaii alliance for future teachers, a
16 Hawaii nonprofit organization. Moneys received from the state,
17 county, or federal government, private contributions of cash or
18 other property, and the income and capital gains earned by the
19 fund shall constitute its assets.

20 (b) The Hawaii alliance for future teachers shall expend
21 moneys from the fund in the form of either grants to
22 organizations or contracts with private vendors to provide



1 programs for students who possess a high level of academic
2 achievement and the personality traits found in good teachers to
3 consider teaching as a career in accordance with this section.

4 (c) The fund may receive contributions, grants,
5 endowments, or gifts in cash or otherwise from all sources,
6 including corporations or other businesses, foundations,
7 government, individuals, and other interested parties. The
8 legislature intends that public and private sectors review and
9 investigate all potential funding sources. The State may
10 appropriate moneys to the fund.

11 (d) The Hawaii alliance for future teachers shall appoint
12 the members of the Hawaii teacher cadet program advisory board,
13 which shall be responsible for:

- 14 (1) Soliciting and otherwise raising funds for the fund;
- 15 (2) Establishing criteria for the expenditure of funds;
- 16 (3) Reviewing grant proposals using criteria established
17 by Hawaii alliance for future teachers; and
- 18 (4) Making recommendations for grants and other specific
19 expenditures.

20 Members of the advisory board shall be stakeholders in Hawaii's
21 public educational system, including students, parents, alumni,
22 principals, community and business leaders, and representatives



1 from the department of education and the department of
2 accounting and general services, who shall be represented on the
3 advisory board.

4 (e) In managing the moneys in the fund, the Hawaii
5 alliance for future teachers shall exercise ordinary business
6 care and prudence given the facts and circumstances prevailing
7 at the time of action or decision. In doing so, the Hawaii
8 alliance for future teachers shall consider its long- and short-
9 term needs in carrying out its purposes, its present and
10 anticipated financial requirements, expected total return on its
11 investments, price trends, and general economic conditions.

12 (f) There may be an endowment component of the fund, and
13 the Hawaii alliance for future teachers may accumulate net
14 income and add the same to the principal.

15 (g) The use of any state moneys may be restricted by the
16 legislation appropriating these moneys to the fund.

17 (h) The Hawaii alliance for future teachers may expend
18 principal from the fund for the purposes of the fund.

19 (i) Any organization submitting a proposal to the Hawaii
20 alliance for future teachers for moneys shall meet the following
21 standards at the time of application:



- 1 (1) Be a for-profit organization duly registered under the
2 laws of the State, or be a nonprofit organization
3 determined by the Internal Revenue Service to be
4 exempt from the federal income tax, or be an agency of
5 the State or a county;
- 6 (2) In the case of a nonprofit organization, have a
7 governing board whose members have no material
8 conflict of interest and serve without compensation;
- 9 (3) In the case of an applicant that is not a state or
10 county government agency, have bylaws or policies that
11 describe the manner in which business is conducted and
12 policies that relate to the management of a potential
13 situation involving a conflict of interest;
- 14 (4) Have experience with the project or in the program
15 area for which the proposal is being made; and
- 16 (5) Be licensed and accredited, as applicable, in
17 accordance with the requirements of federal, state,
18 and county governments.
- 19 (j) All proposals submitted to the Hawaii alliance for
20 future teachers for moneys shall be approved by the department
21 for consistency in meeting standards for public schools.



1 (k) Organizations or agencies to which moneys are awarded
2 shall agree to comply with the following conditions before
3 receiving the award:

4 (1) Use persons qualified to engage in the activity to be
5 funded;

6 (2) Comply with the applicable federal, state, and county
7 laws; and

8 (3) Comply with any other requirements prescribed by the
9 Hawaii alliance for future teachers to ensure
10 adherence by the recipient of the award with
11 applicable federal, state, and county laws and with
12 the purposes of this section.

13 (1) Chapter 103D shall not apply to organizations or
14 agencies that apply for grants or contracts under this section;
15 provided that the Hawaii alliance for future teachers shall be
16 held accountable for the use of the funds under a contract with
17 the department.

18 (m) Any contract awarded by the Hawaii alliance for future
19 teachers shall be made with as much competition as is practical
20 to execute its purposes.

21 (n) The fund shall be audited annually by an independent
22 auditor. The results of each annual audit shall be submitted to



1 the department not later than thirty days from the date the
2 Hawaii alliance for future teachers receives the audit results.
3 In addition, the Hawaii alliance for future teachers shall
4 retain for a period of three years and permit the department,
5 state legislators, and the auditor, or their duly authorized
6 representatives, to inspect and have access to any documents,
7 papers, books, records and other evidence that is pertinent to
8 the fund.

9 (o) The fund shall not be placed in the state treasury,
10 and the State shall not administer the fund, nor shall the State
11 be liable for the operation or solvency of the fund of the
12 Hawaii alliance for future teachers.

13 ~~[(p) For every dollar of state moneys granted by the fund~~
14 ~~to the project, there shall be a minimum of \$1 in value matched~~
15 ~~by the Hawaii alliance for future teachers in cash, or the fair~~
16 ~~market value of in kind donations, real property, or any other~~
17 ~~item of value from federal, state, or county governments,~~
18 ~~private entities, community based organizations, non profit~~
19 ~~organizations, or individuals.~~

20 ~~+(q)]~~ (p) The ~~[superintendent of education]~~ Hawaii alliance
21 for future teachers shall submit an annual report of the
22 progress of the Hawaii teacher cadet program fund no later than



1 twenty days prior to the convening of each regular session of
2 the legislature."

3 SECTION 23. There is appropriated out of the general
4 revenues of the State of Hawaii the sum of \$176,000 or so much
5 thereof as may be necessary for fiscal year 2008-2009 to the
6 Hawaii teacher cadet program fund.

7 SECTION 24. There is appropriated out of the Hawaii
8 teacher cadet program fund the sum of \$176,000 or so much
9 thereof as may be necessary for fiscal year 2008-2009 for the
10 operations of the Hawaii teacher cadet program, including
11 recruiting additional schools for the teacher education course,
12 training of teachers, supporting teachers, mentoring of
13 students, tracking of students for the Hawaii teacher cadet
14 program, and revising and updating the Hawaii teacher education
15 curriculum.

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

18 **PART XI**

19 SECTION 25. The legislature finds that Hawaii has
20 experienced a severe teacher shortage and rampant turnover in
21 its public schools for the past decade. Each year, the State
22 hires approximately one thousand six hundred new teachers to



1 fill vacant positions statewide. However, once hired,
2 approximately fifty per cent of these newly hired teachers leave
3 the system within five years. The Hawaii educational policy
4 center reports that a primary concern of those leaving is
5 dissatisfaction with an overall lack of professional support for
6 new teachers. Additionally, the Hawaii State Teachers
7 Association reports that, based on a survey of its members,
8 approximately one-third of teachers will leave the profession
9 after only three years with forty-six per cent leaving within
10 five years.

11 The legislature further finds that the loss of teachers
12 costs the department of education approximately \$4,000,000 per
13 year. This estimation, however, may be a conservative estimate
14 with more fully comprehensive estimates totaling closer to
15 \$29,000,000 per year.

16 The legislature supports initiatives and programs that
17 combat the high teacher attrition rates within the department of
18 education and endeavor to develop and retain high-quality
19 teachers. The legislature finds that teacher induction programs
20 can cut teacher attrition in half and improve teacher
21 effectiveness. Accordingly, research indicates that among
22 beginning teachers nationally, forty-one per cent who do not



1 receive induction support change schools or leave the profession
2 altogether after their first year, compared to only eighteen per
3 cent of teachers who participate in high-quality induction
4 programs. Additionally, for every \$1 invested in a
5 comprehensive teacher induction program, a return of \$1.66 is
6 realized after five years.

7 The purpose of this part is to establish and fund a Hawaii
8 beginning teacher induction pilot program to assist in the
9 development and retention of highly-qualified teachers in the
10 State.

11 SECTION 26. (a) There is established a Hawaii beginning
12 teacher induction pilot program within the department of
13 education to help improve the retention of new teachers through
14 rigorous, in-depth assistance and support from highly-trained
15 mentors. The department of education shall provide staff as
16 needed for the implementation of the project.

17 (b) The goals of the Hawaii beginning teacher induction
18 pilot program shall be to:

19 (1) Provide an effective transition into the teaching
20 career for six hundred first-year and second-year
21 teachers;



- 1 (2) Improve the educational performance of pupils through
- 2 improved training, information, and assistance for six
- 3 hundred new teachers;
- 4 (3) Ensure professional success and retention of six
- 5 hundred new teachers;
- 6 (4) Ensure that fifty mentors provide intensive
- 7 individualized support and assistance to each of the
- 8 six hundred participating beginning teachers;
- 9 (5) Ensure that an individual induction plan is in place
- 10 for each of the six hundred beginning teachers and is
- 11 based on an ongoing assessment of the development of
- 12 the beginning teachers;
- 13 (6) Ensure continuous program improvement through ongoing
- 14 research, development, and evaluation; and
- 15 (7) Increase teacher retention to ninety per cent.
- 16 (c) The Hawaii beginning teacher induction pilot program
- 17 shall use mentors, selected on the basis of understanding of
- 18 standards, curriculum, assessment, and literacy/mathematics
- 19 education. There shall be at least sixty full-time equivalent
- 20 mentor positions to support six hundred beginning teachers. To
- 21 the extent possible, mentor positions shall be filled by
- 22 currently employed teachers and may include retired principals



1 and teachers on a full or part-time basis. Each mentor shall
2 attend at least twelve full days of mentor training at a mentor
3 academy, which shall include instruction on the assessment
4 tools, coaching, observation strategies, and analysis of student
5 work. The mentors shall be fully released from their classroom
6 responsibilities during participation in the program. Mentors
7 shall tailor support to the needs of each individual teacher,
8 which may include:

- 9 (1) Classroom management;
- 10 (2) At least three formal classroom observations with
11 feedback cycles;
- 12 (3) Informal observations;
- 13 (4) Collection of student data;
- 14 (5) Lesson design;
- 15 (6) Demonstration lessons;
- 16 (7) Resource identification; and
- 17 (8) Interaction with colleagues, parents, and
18 administrators.

19 Each mentor shall conduct weekly one-on-one meetings with
20 each teacher and attend weekly half-day mentor forums providing
21 continuing professional development for mentors.



1 (d) The department of education shall ensure that the
2 Hawaii beginning teacher induction pilot program shall also
3 include the following:

4 (1) A five-day summer institute for beginning teachers,
5 which includes planning for the upcoming school year,
6 familiarization with assessment tools, and a one-day
7 visit to a school to observe exemplary teachers in the
8 first days of school;

9 (2) Two days of release time for teachers to observe
10 exemplary veteran teachers and debrief; and

11 (3) At least three half-day trainings for school
12 administrators over the course of the school year to
13 learn how to support the program.

14 (e) The department of education shall provide for program
15 assessment that shall consist of the following:

16 (1) The New Teacher Center Formative Assessment System to
17 assist teachers and mentors in collecting data that
18 includes classroom profiles, assessment logs,
19 individual learning plans, self-assessment summaries,
20 and analysis of student work;

21 (2) The Hawaii Continuum of Teacher Development to allow
22 teachers to self-assess along four characteristics,



1 that is, emerging, applying, integrating, and
2 innovating, and to set goals at the beginning of the
3 year to be evaluated at the year's end;

4 (3) Data collection, including:

5 (A) Weekly teacher performance measures;

6 (B) Teacher certification and retention tracking;

7 (C) Professional development attendance rates;

8 (D) Student achievement, including benchmark

9 assessments in grades three to eight; and

10 (E) Teacher, mentor, and site administrator surveys;

11 and

12 (4) A final evaluation and written report to assess the
13 effectiveness of the program based on the teacher,
14 mentor, and site administrator surveys, professional
15 development attendance rates, student achievement
16 benchmarks, and teacher retention tracking.

17 (f) The department of education shall submit interim
18 reports on the Hawaii beginning teacher induction pilot program,
19 including its status, outcomes, findings, and recommendations to
20 the legislature no later than twenty days prior to the convening
21 each regular session from 2009 to 2011, and a final report to



1 the legislature no later than twenty days prior to the convening
2 of the regular session of 2012.

3 SECTION 27. There is appropriated out of the general
4 revenues of the State of Hawaii the sum of \$300,000 or so much
5 thereof as may be necessary for fiscal year 2008-2009 for the
6 Hawaii beginning teacher induction pilot program established
7 pursuant to this part.

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

10 **PART XII**

11 SECTION 28. The legislature finds that there is a
12 significant need to graduate more highly qualified middle-level
13 and secondary school teachers in Hawaii. Over one thousand
14 classroom teachers in Hawaii currently do not meet the "highly
15 qualified" criteria for licensure, especially in the core
16 subject areas of the middle-level and secondary. The University
17 of Hawaii, West Oahu campus is prepared to assist the State in
18 preparing middle-level and secondary teachers to help close the
19 gap of one thousand, six hundred teachers that presently exists
20 in the State of Hawaii.

21 In keeping with the University of Hawaii West Oahu mission,
22 the middle-level and secondary programs will make an extra



1 effort to recruit Native Hawaiian and Filipino teacher
 2 candidates to become highly qualified teachers, so that they can
 3 return to their communities in Central and Leeward Oahu and the
 4 Waianae Coast to prepare middle-level and secondary students to
 5 be successful students and citizens.

6 The purpose of this part is to establish and fund
 7 additional teacher education positions at the University of
 8 Hawaii West Oahu.

9 SECTION 29. 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 2008-2009 for
 12 sixteen full-time equivalent (16.00 FTE) permanent teaching
 13 positions at the University of Hawaii, West Oahu campus for
 14 teacher education; provided that the positions shall be
 15 established as follows:

- 16 (1) Middle-level:
 - 17 (A) English- two full-time equivalent (2.0 FTE)
 - 18 positions;
 - 19 (B) Mathematics- two full-time equivalent (2.0 FTE)
 - 20 positions;
 - 21 (C) Science- two full-time equivalent (2.0 FTE)
 - 22 positions; and



- 1 (D) Social studies- two full-time equivalent (2.0
- 2 FTE) positions; and
- 3 (2) Secondary:
- 4 (A) English- two full-time equivalent (2.0 FTE)
- 5 positions;
- 6 (B) Mathematics- two full-time equivalent (2.0 FTE)
- 7 positions;
- 8 (C) Science- two full-time equivalent (2.0 FTE)
- 9 positions; and
- 10 (D) Social studies- two full-time equivalent (2.0
- 11 FTE) positions.

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

14 **PART XIII**

15 SECTION 30. In codifying the new sections added by
16 sections 11 and 12 of this Act, the revisor of statutes shall
17 substitute appropriate section numbers for the letters used in
18 designating the new sections in this Act.

19 SECTION 31. Statutory material to be repealed is bracketed
20 and stricken. New statutory material is underscored.

21 SECTION 32. This Act shall take effect on July 1, 2008;
22 provided that;



- 1 (1) Section 6 shall be repealed on June 30, 2009;
- 2 (2) Part VI shall be repealed on June 30, 2013;
- 3 (3) Section 15 shall be repealed on June 30, 2013, and
- 4 section 302A-626, Hawaii Revised Statutes, shall be
- 5 reenacted in the form in which it read on June 30,
- 6 2008; and
- 7 (4) Sections 4, 19, and 22 shall be effective upon
- 8 approval.
- 9

INTRODUCED BY:

Norman Sakuma
Suzanne Chun Oakland
Kelele Igho



Report Title:

Teacher Shortage; Omnibus; Appropriation

Description:

Addresses the teacher shortage problem in the State through various initiatives. Appropriates funds to address the problem.

