

SB2594

Measure Title: RELATING TO EDUCATION.

Report Title: Education; Student Loan Subsidy Program (\$)

Description: Establishes the student loan subsidy program for teachers who teach in special education, vocational education, technical education, or career path programs. Establishes the student loan subsidy program special fund. Makes appropriation.

Companion:

Package: None

Current Referral: EDU, WAM

Introducer(s): KIDANI, GALUTERIA, SHIMABUKURO, Dela Cruz



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/10/2016
Time: 01:15 PM
Location: 229
Committee: Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 2586 RELATING TO EDUCATION.

Purpose of Bill: Requires the department of education to provide public school students with a whole child education curriculum, air conditioning in certain classrooms, and decrease class size. Requires sufficient allocation of special education teachers and provides special education teachers with additional preparation time and funding. Establishes the student loan subsidy program and special fund. Expands vocational, technical, and career pathway programs. Amends weighted student formula factors to be considered by the committee on weights. Limits participation in standardized tests, prohibits the use of standardized test scores for evaluation purposes, authorizes standardized testing exemptions, and requires the board of education to provide notice of the right to opt-out of standardized testing. Requires all eligible children to attend preschool by the 2020-2021 school year. Amends evaluation program for teachers and educational officers. Increases the general excise tax. Makes appropriations.

Department's Position:

The Department of Education offers COMMENTS on S.B. No. 2586, S.B. No. 2587, S.B. No. 2588, S.B. No. 2589, S.B. No. 2590, S.B. No. 2591, S.B. No. 2592, S.B. No. 2593, S.B. No. 2594, S.B. No. 2595, S.B. No. 2596, S.B. No. 2597, S.B. No. 2598, and S.B. No. 2599.

Overall Comments

The Department of Education's (Department) vision is that our students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society. To achieve this goal, our schools and educators need the proper tools and resources.

We support initiatives aimed at improving working conditions for teachers and educational opportunities for students. In 2004, the Legislature established the "Reinventing Education Act," allowing schools the autonomy and responsibility to allocate school-based budgets to support school-identified programs and priorities, whether it be hiring more staff or purchasing supplies and materials. And, it empowered schools to make the best decisions to fit the needs of its students and communities.

Over the last decade school funding levels have not kept up with our education costs. Nevertheless, our public schools have made significant strides that have not gone unnoticed by the U.S. Department of Education and other national organizations. Attendance has improved, students are progressing and achieving more, and more students are going to college. This is a testament to the dedication of our educators and students, as well as other community leaders and partners.

The measures before you address many important aspects of education – curriculum, assessments, staffing, facilities, class size, funding, etc. However, respectfully, the Department is concerned that the crafted language, such as providing specific types of teachers for schools or a one-size-fits-all approach to instructional time or class size, detracts from school-level decision making and also circumvents the appropriate participants and venues for these conversations. Such a proposal would hinder the progress made by school leadership teams or School Community Councils, the collective bargaining process, the Board of Education which sets the policy direction for the Department, and principals and teachers in collaboration with Department leadership.

We welcome continued support from HSTA and the Legislature for additional resources for public education as well as the Department's budget priorities, as set out in the Executive Budget request. Adequate funding for our students helps to ensure a quality education that they deserve, and need, to prepare to be contributing members in our community and global society. Teachers have the most impact in ensuring a quality education. It's important that they have the support, the right tools, and the best facilities to thrive in their profession.

We look forward to working with the Committee and other stakeholders to address the issues raised in these measures.

Specific comments to the parts of the bill are itemized below.

Part II. WHOLE CHILD EDUCATION (S.B. No. 2587)

The Department recognizes the importance of promoting creative thinking, self-directed learning, and cultural understanding, as well as the impact it has upon children's future outcomes and the state's economic growth.

Since 1999, the Department has provided "whole child education" through its K-12 standards-based system which includes the General Learner Outcomes (GLOs). GLOs are the overarching goals and content standards in nine areas including fine arts, social studies, Hawaiian studies, world languages, and physical education. Complex areas and schools have the flexibility to design class offerings that are best suited to their

community.

Additional funding would support increased opportunities and more diverse offerings for students.

Given that a Board of Education policy for whole child education is already in place, the Department respectfully finds S.B. No. 2587 to be unnecessary.

Part III. SPECIAL EDUCATION (S.B. No. 2588)

The Department appreciates the intent of S.B. No. 2588 to provide each teacher with \$1,690 of discretionary funds for instructional materials and equipment and to add additional preparation time for special education (SPED) teachers. This additional preparation time, during which teachers would "not be required to interact with students", would be to complete individualized education programs (IEPs), which are required for each SPED student.

Teachers' preparation time is subject to collective bargaining. Article VI of the current HSTA contract and Department regulations include provisions for preparation periods and that address providing SPED teachers with additional non-student time to work on IEPs and other related SPED duties.

If this measure is adopted, additional funds would be required to either pay SPED teachers for the additional 40 plus hours of additional preparation time, or alternatively, schools would need to establish and hire additional SPED teachers or substitute teachers to cover the instructional time for SPED teachers during the extra preparation period. Because Hawaii's SPED teaching positions are "hard-to-fill," as they are nationwide, creating more positions in order to hire more SPED teachers will not, in the near term, be a solution.

The Department is not opposed to the Legislature appropriating funding for \$1,690 for every SPED teacher to purchase additional instructional materials and equipment, provided that it does not replace or adversely impact priorities as indicated in budget approved by the Board of Education (Board).

Given that teacher preparation time is included in the collective bargaining agreement, the Department respectfully does not support S.B. No. 2588.

Part IV. VOCATIONAL EDUCATION (S.B. No. 2589)

The Department supports the intent of S.B. No. 2589 to expand vocational, technical, and career pathways programs and welcomes additional funding to support career and technical programs, provided that it does not replace or adversely impact priorities as indicated in budget approved by the Board.

Career and Technical Education (CTE) programs (formally known as Vocational and Technical Education) are currently offered in 46 public high schools. In school year 2014-2015, 29,356 students were registered in at least one CTE course and 4,453 seniors had completed a CTE program of study. Also, the Department awards Honors

Recognition Certificates for graduates earning Career and Technical Education Honors or Science, Technology, Engineering and Mathematics (STEM) Honors.

CTE programs are organized under six Career Pathways: Arts and Communication, Business, Health Services, Industrial and Engineering Technology, Natural Resources, and Public and Human Services. The Department currently offers 41 programs of study within the six career pathways framework. Current Board Policy No. 2103 defines Career and Technical Education.

The Department is committed to improving CTE opportunities for students throughout the state. The Department respectfully finds the provisions of S.B. No. 2589 to be unnecessary, as the intent of this bill is currently being implemented.

Part V. FACILITIES (S.B. No. 2590)

The Department welcomes additional funding for heat abatement and energy efficiency measures. The Department's Ka Hei program is a comprehensive energy and sustainability program designed to provide comfortable learning environments for our students and teachers. One of the key objectives of the program is to reduce costs and energy consumption at all 256 public schools. The Department has made significant progress in working toward the goals of Ka Hei and appreciates the support of the Legislature to further these efforts.

In addition, the Governor announced his plan to air condition 1,000 classrooms by the end of 2016, and is making available GEMS financing. We appreciate his initiative and are moving rapidly to execute his proposal.

Part IV. WEIGHTED STUDENT FORMULA (S.B. No. 2591)

The Department offers the following comments:

This bill states: "Principals, in consultation with teachers and school community councils, shall expend moneys provided to the principals' school." Section 302A-1124, HRS, currently defines the role of the school community council and mandates a composition that includes teachers.

The new language related to a "superintendent's reserve" states both that the reserve is "to address needs at unique and remote schools," and that "the committee on weights shall make recommendations...for how the reserve should be used." Stating that the reserve is for "unique and remote schools" would be unnecessary if the intent is to allow the committee on weights to determine the criteria for the reserve's use.

The Weighted Student Formula (WSF) reserve was established in school year 2012-2013 based on a committee on weights recommendation that was approved by the Board. A portion of WSF funds are set aside in this reserve to provide supplemental funds to schools that demonstrate a need as combination school (e.g., K-8, 7-12), geographically isolated, has very low enrollment, or is experiencing an extraordinary circumstance. The distribution of these funds is made based on committee on weights-recommended guidelines.

Part VII. STANDARDIZED TESTING (S.B. No. 2592)

Statewide standardized tests provide one valuable source of information on student learning for students, parents, teachers, and educational administrators, but also informs educators and policy-makers about the progress of the education system. Standardized testing is an efficient method for reliably and objectively measuring the academic performance of the over 90,000 students in tested grades and 275 public schools (Department and charter) across the state. Standardized test scores provide one consistent measure, although incomplete, of school and student performance. Thus, all of the Department's accountability systems – for schools, educators, and students - use multiple measures.

Many provisions in this are bill related to testing conflict with federal requirements which are a condition of receiving federal educational support including Title I funds. Despite the elimination of No Child Left Behind, its successor, the Every Student Succeeds Act (ESSA), still requires states to administer a statewide student test and use those test scores to "meaningfully differentiate" schools and identify the lowest-performing. Federal requirements for minimum participation of 95% of students continue under ESSA. And students who have individual needs may receive accommodations on a test based on their IEP, which is informed by their teachers' assessment of their needs. The Department also administers an alternative assessment for students with significant cognitive disabilities and an exemption for the English Language Arts state assessment for students with limited English proficiency who are in their first year in a U.S. school.

The Department understands that instructional time is incredibly valuable for teaching and learning. The Department is continuously reviewing the tests that are required for all students to ensure that they are necessary and valuable. Over the last two years, we have reduced the number of tests that are required. Currently, the number of standardized tests required by the state is at the federal minimum with the exception of grade 11 which is being reviewed.

The Department remains cognizant to minimize the burden on students while balancing the need to support students through measuring achievement and complying with federal requirements. As such, the Department respectfully suggests that S.B. No. 2592 is unnecessary.

Part VIII. CLASSROOM SUPPLIES (S.B. No. 2593)

The Department supports providing teachers with the resources necessary to help our students thrive in the classroom. The Department estimates the fiscal impact to be approximately \$11,900,000 per year using the calculation of \$1,000 per Full Time Equivalent (FTE) positions at schools which total approximately the Department's workforce of 11,100 classroom teachers, 200 libraries, and 600 counselors.

Additionally, there may be some administrative issues that need to be addressed before

implementing such a program through a debit card system, as described in the bill. These administrative considerations include processing, procurement, reconciliation, and workload issues at the school and vendor payment levels.

Part IX. TEACHER RECRUITMENT AND RETENTION (S.B. No. 2594)

The Department supports the intent of S.B. No. 2594. Loan subsidies can encourage prospective teachers to contemplate careers in special education, vocational education, technical education, and career pathways.

However, the Department believes the bill may not be necessary. Federal loan forgiveness is already available for teachers in areas the Department has designated as “teacher shortage,” including special education, technical, and vocational education.

Furthermore, the program proposed for teacher recruitment and retention is complex and would be, as a result, administratively burdensome given the Department’s current systems and staffing. The Department anticipates the establishment and maintenance of the program would require substantial resources to fund the incentives and administer the program.

Part X. EARLY CHILDHOOD EDUCATION (S.B. No. 2595)

The Department supports efforts to provide opportunities for early childhood education for all of Hawaii’s keiki as it is critical that they enter kindergarten ready to learn. Children deserve the best possible foundation upon which to build success and early childhood education is integral to this foundation. Children are most successful when they enter the public school system prepared with the socio-emotional and pre-academic skills that make them kindergarten-ready.

Part XI. EVALUATIONS (S.B. No. 2596)

The Department offers the following comments on S.B. 2596:

The Department recommends maintaining the existing 302A-638, HRS, which was established in 1996 and preceded the current evaluation systems which were negotiated between the State and its unions. The proposed changes should be bargained, as HSTA has previously testified in response to prior year’s efforts to legislate aspects of teachers’ evaluations.

The Department supports the intent of the portion of paragraph (a), which requires the Department to consult with the unions in establishing an evaluation program for teachers and educational officers (EOs), but notes that proposed language is redundant with existing statute and practice. A consultation process is already codified in section 89-9(c), HRS, and in the past, the Department has consulted, and at times negotiated, with Hawaii State Teachers Association (HSTA) and Hawaii Government Employees Association (HGEA) regarding evaluation programs for teachers and EOs.

Many provisions of this measure are currently governed by agreements with HSTA and HGEA.

Part XII. CLASS SIZE (S.B. No. 2597)

The Department supports the intent of S.B. No. 2597 but respectfully opposes the measure for the reasons identified below.

Class size is a subject of collective bargaining and is addressed in the Department's contract with HSTA. Article VI, Teaching Conditions and Hours, Section A. 6., of the current contract states that the employer agrees to maintain the "average statewide class size ratio of 26.15 to 1."

Moreover, class size is product of school-level decisions by the principal and School Community Council in budgeting of school funds. Thus, schools are empowered to select its number of teachers based on its allocation of its student population-based budget toward personnel. Rather than class size limitations determined by the Legislature, class size is better addressed by providing additional funding for the Weighted Student Formula, which would allow schools to allocate additional resources towards personnel and thus reduce class size.

The current HSTA contract also provides a process to follow should there be issues in connection with the class size of individual classrooms. For example, a class size committee is required, with the authority to hear and investigate class size complaints and make recommendations to the Superintendent for change. If there is no majority vote on a decision of the committee, the HSTA may have the matter submitted to arbitration.

Finally, any change to the class size requirements, including a change from average statewide ratio to individual classroom maximum, would have significant cost implications due to the need for more teachers and additional facilities to house additional classrooms. The Department believes there are other, often less costly, means to provide students with quality education and to address working conditions for teachers.

Part XIII. FUNDING (S.B. No. 2599)

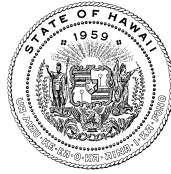
The Department has no position on this measure and defers to the Administration with regard to the generation of revenues to fund public programs.

Part XIV. MISCELLANEOUS (S.B. No. 2598)

The Department supports the intent of S.B. No. 2598. The additional funds would provide the Department with additional teaching positions to support the programs and needs of our schools and students. However, this bill is prescribes the subject area of

teachers to be funded, and the Department supports schools' using their autonomy to determine the types of positions for necessary for their school program and community.

DAVID Y. IGE
GOVERNOR



WRITTEN ONLY

WESLEY K. MACHIDA
DIRECTOR

RODERICK K. BECKER
DEPUTY DIRECTOR

EMPLOYEES' RETIREMENT SYSTEM
HAWAII EMPLOYER-UNION HEALTH BENEFITS TRUST FUND
OFFICE OF THE PUBLIC DEFENDER

**STATE OF HAWAII
DEPARTMENT OF BUDGET AND FINANCE**

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ADMINISTRATIVE AND RESEARCH OFFICE
BUDGET, PROGRAM PLANNING AND
MANAGEMENT DIVISION
FINANCIAL ADMINISTRATION DIVISION
OFFICE OF FEDERAL AWARDS MANAGEMENT (OFAM)

**TESTIMONY BY WESLEY K. MACHIDA
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE
TO THE SENATE COMMITTEE ON EDUCATION
ON
SENATE BILL NO. 2594**

February 10, 2016
1:15 p.m.

RELATING TO EDUCATION

Senate Bill No. 2594 proposes to establish the Student Loan Subsidy Program Special Fund as a way to help teachers who teach in the special education, vocational education, technical education, or career path programs, by offering subsidies to pay back federal, State, or private student loans. The program has subsidy limits of \$10,000 and criteria for eligibility.

While the Department of Budget and Finance does not take any position on the policy of establishing the Student Loan Subsidy Program, as a matter of general policy, the department does not support the creation of special funds which do not meet the requirements of Section 37-52.3, Hawaii Revised Statutes. Special funds should:

1) serve a need as demonstrated by the purpose, scope of work and an explanation why the program cannot be implemented successfully under the general fund appropriation process; 2) reflect a clear nexus between the benefits sought and charges made upon the users or beneficiaries or a clear link between the program and the sources of revenue; 3) provides an appropriate means of financing for the program or activity; and 4) demonstrates the capacity to be financially self-sustaining. In regards to this bill, the special fund does not appear to be self-sustaining.



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TESTIMONY BEFORE THE SENATE COMMITTEE ON
EDUCATION

RE: SB 2594 - RELATING TO EDUCATION.

WEDNESDAY, FEBRUARY 10, 2016

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani and Members of the Committee:

The Hawaii State Teachers Association **strongly supports SB 2594**, relating to education.

In the islands, teacher recruitment is arduous. Approximately 10 percent of Hawaii's teachers switch schools, relocate, or leave the profession each year. Only 50 to 60 percent of current teachers have been at their school for five years or more. Of the 1210 teachers hired by the Hawaii State Department of Education prior to the beginning of the 2013-2014 school year, 584 teachers were emergency hires. Chronic teacher turnover also forces the DOE to rely on long-term substitute teachers to fill vacancies.

Similarly, Hawaii's high cost of living serves as the primary catalyst for our state's lackluster teacher recruitment and retention results. Year after year, studies, such the annual WalletHub salary comparison, rank Hawai'i fifty-first out of fifty states and the District of Columbia for starting and median teacher salary adjusted for cost of living.

When it comes to teacher shortages, according to the DOE, special and vocational education are two of our state's highest need areas. Student debt only compounds the problem. For some teachers, graduate student debt can add over \$50,000 to the tens of thousands of dollars already owed in student loans. Given the rarity of teachers willing to teach children with disabilities or pass up lucrative private sector careers to provide vocational instruction, it's crucial that policymakers incentivize these positions.

To recruit highly skilled teachers in high-need areas, the Hawaii State Teachers Association asks your committee to **support** this bill.

EDUtestimony@capitol.hawaii.gov

Heading: Testimony in support of SB2594

Testimony for: Committee on Education Hearing on Wednesday, February 10, 2016 1:15pm

Honorable Chair Kidani and committee members,

My name is Debbie Anderson. I am a teacher at Waiakea Intermediate School on the island of Hawaii. As a teacher of over 25 years in Hawai'i, I am writing in support of SB2594 The Schools Our Keiki Deserve Act, SB2586 The Schools Our Keiki Deserve Act subcomponent Part IX, which "Establishes the student loan subsidy program for teachers who teach in special education, vocational education, technical education, or career path programs. Establishes the student loan subsidy program special fund."

Difficulties in retention of existing qualified teachers and recruitment of the next generation of qualified teachers has reached crisis proportions, as the number of teachers leaving their classrooms has been rising dramatically over the past five years. The number of annual vacancies presents a serious problem – every year at least 10% of all teachers leave Hawai'i schools. This number is one of the highest in the United States (the national average is 6.8%), and these high teacher attrition rates come at a high price.[1] Richard Ingersoll, a University of Pennsylvania professor whose work centers on teacher retention, estimated that filling all the vacancies could have cost Hawai'i up to \$13 million in 2008. This means that teacher turnover costs from 2008 to 2014 could have amounted to almost \$70 million.[2]

Teacher Shortage Crisis: Impact on Students

Unfortunately, the real cost of teacher attrition is paid not by the state but our students.[3] So many educators leave the classroom every year that teacher preparation programs in the state of Hawai'i cannot keep up with the demand for new teachers.[4] This forces the state to recruit teachers from the mainland (more than half of new teachers who have completed a Teacher Education Program have obtained their degrees from out-of-state institutions) and alternative teaching pipelines, such as Teach for America, who are less likely to stay in the classroom.[5] Every year, hundreds of vacancies are filled with emergency hires and substitute teachers who often lack the appropriate training to facilitate student success in the classroom.[6] For the 2015-2016 school year, there were 1,210 open positions statewide for teachers. Of those 1210, 584 were hired under the designation of "emergency hire" (a teacher that has not yet complete a State Approved Teacher Education Program (SATEP):[7] this includes all entering Teach for America teachers (98 in 2013-2014), which is projected to decline as TFA, too, has seen a large drop in enrollment over the past two years.[8]

In Hawaii, the greatest shortage area perennially continues to be special education. However, filling vacancies in vocational education, technical education, or career path programs with qualified personnel is an area of high need also.

The students who suffer the most attend schools that already have a hard time filling their open positions because their schools are remote, rural, or struggling with poverty, crime, alienation and disaffection.[9] Beginning and inexperienced teachers are those most likely to leave, creating a perpetual "revolving door" that has a profoundly negative effect on student learning and school community building.[10] Of the teachers who leave the DOE each year, 60% resign (30% retire and 10% are terminated).[11]

"What we have is a retention crisis," says National Commission on Teaching and America's Future commission President Tom Carroll. The greatest problem is retaining teachers because of high levels of attrition. Over **40 percent** of new teachers leave the profession within the **first five years**.^[12] Pouring more teachers into the system will not solve the retention problem. "As fast as [districts] are moving teachers into schools, they're leaving," Carroll says.^[13] When almost 70% of new teachers hired each year have no previous teaching experience, and research shows that teachers only become **fully effective after four or five years** of classroom experience, the implications of our inability to retain qualified teachers for students, student learning and school community building become clear.^[14]

Sources of the Teacher Retention Problem

The most glaring source of the teacher retention problem is pay. Those entering the teaching profession suffer from a "teacher pay penalty" nationally – similar college-educated workers in other professions out-earn their teacher counterparts significantly. On average, teachers earn 13% less than they would in a different vocation.^[15] The high cost of living in Hawai'i creates an even more challenging economic situation for teachers.^[16] With highest food, gas, and rent prices in the country, teachers' salaries are often literally unsustainable for young teachers, who often need to pay off their student loans as well.^[17]

Economic Impact on Education Professionals

The education profession requires the attainment of college degrees, which contributes to a social and economic situation that impoverishes our youngest professionals. Many young people are becoming mired in debt, with "six out of ten college graduates incurring an average of \$30,000 in student loan debt."^[18] Almost 50% of college students in Hawai'i graduate with an average debt of \$25,000, and about 50% of new teachers hired each year are between 21 and 30 years old, so that far too many young HIDOE teachers suffer from such heavy college debt burden that they have to get second jobs.^[19]

The loan subsidy proposed could provide much needed relief to tide new teachers over until they can find more stable financial footing.

[1] Haynes, Mariana. "On the Path to Equity: Improving the Effectiveness of Beginning Teachers." Alliance For Excellent Education On the Path to Equity Improving the Effectiveness of Beginning Teachers Comments. All4ed.org, 14 July 2014. Web. 18 Jan. 2016.

[2] Ibid.

[3] Southern, Kyle. "Stopping the Revolving Door of Teacher Turnover." SCORE. State Collaborative on Reforming Education, 29 Mar. 2012. Web. 18 Jan. 2016.

[4] Kelleher, Jennifer Sinco. "Hawai'i Schools Struggling to Keep New Teachers." The Maui News. Mauinews.com, 11 Aug. 2013. Web. 18 Jan. 2016.

[5] Kim, Amber, Ph.D. "The Truth about TFA: A Book Review of Learning from Counternarratives in Teach for America by S. Matsui." Teach for America. Amberkim.wordpress.com, 05 Oct. 2015. Web. 18 Jan. 2016.

[6] Employment Report School Year 2013-2014. Rep. Hawai'i Department of Education, 2015. Web. 18 Jan. 2016.

[7] Ibid.

[8] Rich, Motoko. "Fewer Top Graduates Want to Join Teach for America." The New York Times. The New York Times, 05 Feb. 2015. Web. 18 Jan. 2016.

[9] "Hawai'i Schools Fill Teacher Shortage with Recruits from Mainland but Struggle to Keep Them." Fox News. Fox News Network, 10 Aug. 2013. Web. 18 Jan. 2016.

[10] Kain, John F., Steve Rivkin, and Eric Hanushek. "The Revolving Door." Education Next. Educationnext.org, 13 July 2006. Web. 18 Jan. 2016.

[11] "Table XIII." Employment Report School Year 2013-2014. Rep. Hawai'i Department of Education, 2015. Web. 18 Jan. 2016.

- [12] Kopkowski, Cynthia. "Why They Leave." National Education Association. Nea.org, 5 Apr. 2008. Web. 18 Jan. 2016.
- [13] Ibid.
- [14] "Table VIII." Employment Report School Year 2013-2014. Rep. Hawai'i Department of Education, 2015. Web. 18 Jan. 2016.
- [15] Allegreto, Sylvia. "Teacher Pay Penalty." Economic Policy Institute. Epi.org, 20 Nov. 2014. Web. 18 Jan. 2016.
- [16] Murakami, Kery. "Living Hawaii: Why Is the Price of Paradise So High?" Civil Beat News. Civilbeat.com, 04 Sept. 2013. Web. 18 Jan. 2016.
- [17] Wong, Alia. "How Come So Many Teachers Bail on Hawaii's Public Schools?" Civil Beat News. Civilbeat.com, 04 Sept. 2013. Web. 18 Jan. 2016.
- [18] NEA's Degrees Not Debt: An Organizer's Guide to Kick Student Debt (2014): 1-18. National Education Association. Neo.org, June 2014. Web. 17 Jan. 2016.
- [19] "Student Debt and the Class of 2014." *Student Debt* (2015): 1-35. *Institute for College Access and Success*. Ticas.org, Oct. 2015. Web. 18 Jan. 2016. "Table VI." *Employment Report School Year 2013-2014*. Rep. Hawaii Department of Education, 2015. Web. 18 Jan. 2016.

Testimony for Support of SB 2594

Committee on Education

Honorable Chair Kidani and committee members,

My name is Noah Fujita. I am a freshman student at Mililani High School and I do support of Senate Bill 2594. When teachers do not stay as teachers it is not good for the schools, or the kids.

Teacher recruitment and retention, or basically that more than half of new teachers leave or quit before the completion of five years of service. And only 50%-60% stay in their schools each year, and kids have to deal with substitutes until another permanent teacher fills in their spot. Also, that teachers should get a raise for every year's service as a teacher because Hawaii ranks 51st out of 50 states in teachers median salary, which is bad. A teacher who worked at Waipahu High School moved to Oregon, and "At the Oregon public school where he got hired, his salary is \$5,000 more per year than it was in the islands — and it goes a lot further." Also, another teacher was impoverished when he moved to D.C. and "This year he is teaching in a Washington, D.C.-area school district where he makes about 30 percent more than he did in Hawaii" (Wong 2013).

I never had any personal experiences with teachers moving around, people leaving all the time. But without people who stayed for me I would never have anything good, the clubs I am in (Interact Club, and Marching Band) are all from people who stayed. All the things that Mililani High School has is because people stayed, the Marching Band is from when the school was created, and people stayed and stayed, and now it is one of the best in the state. I may have never had any experiences with teachers leaving me, but I know what good things can come out of it if teachers do stay. This is why with this bill, the schools, and children will be better with the more experienced teachers if they stay.

Sincerely,

Noah Fujita