



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

Date: 02/06/2017
Time: 02:00 PM
Location: 309
Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 0501 RELATING TO EDUCATION.

Purpose of Bill: Expands the National Certification Incentive Program to provide monetary incentives to school psychologists. Authorizes continuing bonuses for school psychologists in certain designated schools that improve and no longer carry a certain designation.

Department's Position:

The Department of Education (Department) offers the following comments on HB 0501.

HB 0501 seeks to expand the current National Board Certification Incentive Program pursuant to Section 302A-706, Hawaii Revised Statutes (HRS), to include school psychologists. This bill proposes a \$5,000 annual incentive payment to any school psychologist who obtains the appropriate certification along with an additional \$5,000 incentive (for a total of \$10,000 annually) if certain other conditions are met.

Employee compensation is more appropriately the subject of collective bargaining rather than legislation. If the proposed bill were to be enacted, or any expansion of eligibility for the National Board Certification Incentive Program were to occur, the Department would require additional funding to cover the additional annual costs.

As to the conditions for the second \$5,000 incentive, we note that none would apply to school psychologists because they are employed at the district/complex area and not assigned to a particular school.

Finally, the school psychologist license fee structure is incompatible with the current statutory language for teacher incentives. Therefore, the proposed amendments to HRS Section 302A-706 may not be the appropriate vehicle to identify applicable incentives for school psychologists.

Thank you for the opportunity to testify on HB 0501.

National Certification Bonus: HB501/497

February 6, 2017, 2:00 PM
COMMITTEE ON EDUCATION
House conference room 309

Hawai`i State Capitol 415 South Beretania Street

Aloha Chair Takumi and representatives:

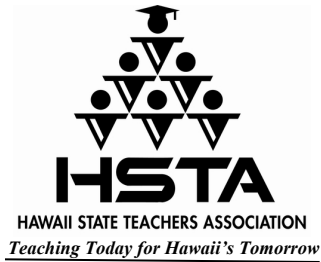
The Hawai`i Association of School Psychologists supports HB501/497 in its expansion to include Nationally Certified School Psychologists and would like the bill amended to also include Nationally Certified Counselors in the bonus. It is just as important to have highly qualified mental health providers in the schools as it is teachers in the classrooms.

The reason for the proposed amendment is that it should also include Behavior Health Specialists (BHS's) who hold a degree in counseling and are a Nationally Certified Counselor (NCC), as they are also serving as counselors in our schools. The rigorous training, supervision, and testing required of school counselors and school psychologists to obtain national certification is comparable to national teacher certification. Currently there are 141 NCC's in Hawai`i and not even 1/3 are employed by the department of education (<http://www.nbcc.org/counselorfind/HI>). There are 32 NCSPs in Hawai`i and not all are employed by the department of education (<http://apps.nasponline.org/standards-and-certification/ncsp-verification.aspx?lname=&state=HI>). As of 2016, there were over 500 teachers nationally certified in Hawai`i (<http://www.htsb.org/wp-content/uploads/2016/12/NBCT-2016-Cumulative.pdf>), with more obtaining certification every year.

Teacher certification lasts for 10 years, while school psychologists have to renew every 3 years and counselors have to renew every 5 years. The expansion of this bill would only add around 50 DOE employees to the eligibility in the state of Hawai`i. To address the notion that there is not money to fund these additional people:

- a. In 2014, the board of education looked at cutting \$2.2 million from the Hawai`i DOE that was a surplus of unfilled vacancies.
- b. Many of these vacancies were under the School Based Behavioral Health umbrella which includes counselors (BHS's) and psychologists.
- c. It would benefit the DOE to utilize this already allocated personnel funding source for SBBH vacancies to decrease the gap between compensation and cost of living for the recruitment and retention of nationally certified mental health providers.
- d. DOE can bill for services of "licensed or certificated" mental health providers in the schools, so national certification should be included in this, thereby paying for the bonuses.

Thank you,
Leslie Baunach, NCSP
HASP Past President



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President
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Amy Perruso
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON
EDUCATION

RE: HB 501 - RELATING TO EDUCATION.

MONDAY, FEBRUARY 6, 2017

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Takumi and Members of the Committee:

The Hawaii State Teachers Association **strongly supports and proposes amendments for HB 501**, relating to education.

This bill amends HRS §302A-706 to include school psychologists within Hawai'i's national board certification incentive program, providing them with a bonus for achieving and maintaining national board certification and an additional bonus for working in a low performing, high-turnover, or hard-to-fill school. This bill also extends the additional bonus for teachers and school psychologists whose schools improve over time, thereby ensuring that hard working professionals are not penalized for generating positive results.

National board certified educators are critical to increasing learning growth. As the National Board for Professional Teaching Standards states, national board certified teachers shape the profession that shapes our society's future. Created by teachers, for teachers, national board certification is widely viewed as the gold standard of teaching certification, with the same being respectively true for national board certified school psychologists. Research shows that the students of national board certified education professionals achieve more and perform better in the classroom.

National board certified education professionals are, therefore, critical to raising graduation rates, setting and meeting rigorous performance goals, and bridging achievement gaps. A study performed by Stanford sociologist Sean Reardon found that the "rich-poor gap" in math and reading test scores is roughly 40 percent larger now than it was 30 years ago. Given the chronic resource shortages, teacher

turnover, demographic inequalities, and low pay experienced by educators working in high-need and economically impaired areas, it is imperative that policymakers take steps to incentivize the pursuit of professional excellence and reward quality educators, without whom scholastic progress may be jeopardized. Accordingly, we urge you to add teachers to the additional \$5,000 bonus extended in proposed subsection (5) of this bill, ensuring that all educators are able to retain their bonuses even after the school at which they are employed demonstrates academic improvement, increases teacher retention, or undergoes demographic change.

Teachers and school psychologists should be compensated for boosting school performance. Accordingly, the Hawaii State Teachers Association asks your committee to **support** this bill.



HAWAII GOVERNMENT EMPLOYEES ASSOCIATION

AFSCME Local 152, AFL-CIO

RANDY PERREIRA, Executive Director • Tel: 808.543.0011 • Fax: 808.528.0922

The Twenty-Ninth Legislature, State of Hawaii
House of Representatives
Committee on Education

Testimony by
Hawaii Government Employees Association
February 6, 2017

H.B. 501 - RELATING TO EDUCATION

The Hawaii Government Employees Association, AFSCME Local 152, AFL-CIO strongly supports H.B. 501, which seeks to expand the National Certification Incentive Program that recognizes and supports exemplary teaching practice and provides greater monetary incentives by amending and also including public school psychologists who have achieved national board certification.

We respectfully also request amendments to this bill to include all other bargaining unit employees, inclusive of School Behavioral Health Specialists, who have achieved national board certification and are employed by or assigned to provide services to students at the schools covered under this measure.

Thank you for the opportunity to testify in strong support of H.B. 501 and the proposed amendments.

Respectfully submitted,

Randy Perreira
Executive Director

Esteban Lee Walstrum, Ed.S., NCSP
esteban_walstrum@notes.k12.hi.us
(808) 728-9002

Testifying on behalf of:
National Association of School Psychologists (NASP)
Mr Walstrum is NASP Delegate for the State of Hawai'i

Testifier position in Support for HB501

The relevance of the Nationally Certified School Psychologist (NCSP) credential, with more than 13,500 active NCSPs nationwide, goes beyond the individuals that pursue or maintain it; the NCSP credential is important to the school psychologist profession. The NCSP maintains a set of national standards for professionals and demonstrates a commitment to professional excellence to various stakeholders. The NCSP credential sets a bar for knowledge and skills among school psychologists, and identifies standards for continuing professional development (Rossen, E., Walsh, J., & Huber, B.; 2015).

Additionally the vision of the National Association of School Psychologists (NASP), the governing body that issues the NCSP credential, is that all children and youth thrive in school, at home, and throughout life. In these efforts of NASP, they have proposed key initiatives of the association to guide their work to ensure the health of the field of school psychology and increase the professionalism of its professionals. Three of it's four key initiatives are:

- Address critical shortages in school psychology.
- Advance the role of school psychologists as qualified mental and behavioral health providers.
- Advance recognition and implementation of the NASP Practice Model nationwide.

Expanding the National Certification Incentive Program to provide incentives to school psychologists directly addresses the key initiatives of NASP, and in turn addresses our desperate need to retain and recruit highly qualified school psychologists in the state of Hawai'i and improve the mental health and academics of our keiki and their ohana.

School psychologists are a critical part of school teams that ensure quality, genuinely accessible education for all students. This is one of our nation's most important responsibilities and wisest investments. Services that lower barriers to learning and effective teaching are not ancillary to this mission but rather central to the supportive educational process necessary to prepare all of America's children for academic success, healthy development, and responsible citizenship (NASP, 2015).

School psychologists have extensive training in assessment, progress monitoring, instruction, child development and psychology, consultation, counseling, crisis response, program evaluation, and data collection and analysis. Their training is specific to applying this expertise within the school context, both general education and special education, and also includes extensive knowledge in school systems and law (NASP 2010a, 2010b). It is time for Hawai'i to recognize the work, education and dedication school psychologists put into ensuring that our children, and students, and their families

receive highly qualified services, and show highly qualified professionals from outside to the state, that Hawai'i values their dedication to the families of Hawai'i.

National Association of School Psychologists. (2010a). *Model for comprehensive and integrated school psychological services*. Bethesda, MD: Author.

National Association of School Psychologists. (2010b). *Standards for the credentialing of school psychologists*. Bethesda, MD: Author.

National Association of School Psychologists. (2015). *School Psychologists: Improving Student and School Outcomes*. Bethesda, MD: Author.

Rossen, E., Walsh, J., & Huber, B. (2015). *Advocacy: Advocating for the NCSP*. Bethesda, MD: NASP.

NCSP a State Level credential: A Case Example

Here is a brief description of one way in the NCSP credential helped in the state of Illinois. This change occurred with the help of individuals from the Illinois School Psychologists Association, the graduate preparation programs in the state, and school psychologists actively advocating throughout the state.

History. Before 2014, the Illinois State Board of Education (ISBE) did not recognize the NCSP for licensure as a school psychologist in the state of Illinois. If a school psychologist from another state held the NCSP credential and wanted to move to Illinois, this individual was required to complete two exams—the Illinois Test of Academic Proficiency and the Illinois Type 73 School Psychologist Exam. The Illinois School Psychologists Association (ISPA) and school districts in Illinois believed that the time and cost of taking these exams and waiting for the results before becoming eligible for licensure was dissuading highly qualified school psychologists from moving to Illinois. In addition, qualified school psychologists who did relocate to Illinois sometimes had difficulty registering for and completing the exams in time to get hired before the academic year started. This in turn was contributing to an ongoing shortage of available and qualified school psychologists, especially in rural parts of the state.

Introduction of a bill to legislature. One of several initiatives that the ISPA Governmental Affairs committee identified as an important goal was to help develop the NCSP as a means to satisfy licensing of school psychologists. To this end, ISPA Governmental Affairs cochairs (and school psychologists), Don Sibley and Brenda Huber, worked with ISPA's lobbyist, Dick Lockhart, to strategize how to implement changes in legislature. They began by reaching out to staff in the Credentialing Office of the ISBE to discuss their intentions. Initially, the organization was resistant and had many questions about the NCSP and how recognizing the credential might impact the state. Governmental Affairs cochairs utilized NASP resources to address each of their concerns. Eventually, ISBE staff expressed appreciation for being invited to partner in removing this barrier for the profession and underserved school districts. They stated that frequently organizations per legislation that either does not fully accomplish the objective of the authors or creates unintended consequences for ISBE. Collaboratively, they worked together to draft a bill (later named SB2989) that emphasized that recognizing the NCSP as meeting all requirements for the SEA school psychologist credential would help alleviate the shortage of school psychologists in Illinois while ensuring a high standard of graduate preparation. Once it came out of the Reference Bureau, this bill was presented by ISPA's lobbyist to the chair of the Senate Education Committee, Senator William Delgado. ISPA was pleased that Senator Delgado agreed to propose this bill, and ISPA quickly increased its advocacy through several steps including email ISPA members Legislator Fact Sheets, meeting regularly with state leaders and students, and asking ISPA members to communicate with their representatives.

After this bill passed the senate education committee, ISPA again asked for continued grassroots support as the bill went to votes in both the state Senate and the House, and again to help encourage the governor to sign the bill. At each step, ISPA gave updates on the progress of the bill to its members. On August 15, 2014, Governor Quinn signed this bill into law. Illinois now accepts the NCSP as one pathway to obtain the school psychologist credential! This has been widely celebrated by potential school psychologists and has motivated them to remain a profession in state. State recognition of the NCSP increases the awareness of the credential within Illinois and paves the way for additional benefits to the school psychologists who hold the credential.

Increasing the awareness and value of the NCSP and can help school psychologists be more mobile in serving students and to move into Hawai'i. It helps facilitate the hiring of high quality school psychologists to serve children and adolescents in schools. Credentialing in the state makes a great difference for school psychologists; the profession; and the students, families, and schools that school psychologists serve.

Aloha Chair Takumi and Representatives:

To fill vacancies with highly competent professionals and to prevent attrition, Hawai'i must offer national certification bonuses to recruit and retain highly qualified school psychologists and counselors. Our state must recognize that school psychologists and counselors play critical roles in providing our students with environments that are caring, safe, and supportive of quality learning. School psychologists and counselors are charged with reducing and removing some of the most challenging barriers to student learning. As such, recruitment and retention of the most highly qualified school psychologists and counselors must become a priority if our educational system truly wants to meet the diverse needs of the whole child. Our state has already recognized the importance of using a national certification bonus for recruiting and retaining the most highly qualified teachers, but it is now time to do the same as a way to recruit and retain the most highly qualified school psychologists and counselors.

School psychologists and counselors who hold national certifications demonstrate themselves to be highly-effective in supporting teachers' ability to teach and students' ability to learn. Together, these nationally credentialed professionals offer schools expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. Together, our professions provide assessment, support, and intervention services to students; work with school administrators to improve school-wide policies; and collaborate with community providers to coordinate services for students.

Unfortunately, Hawai'i Public Schools maintain particularly low retention rates for school psychologists and many positions remain vacant. Only two-thirds to three-fourths of positions are typically filled at any given point in time in recent history, and fewer than half of the school psychologists employed in the DOE hold the Nationally Certified School Psychologist credential. While the Hawai'i Association of School Psychologists (HASP) contributes to a multi-faceted effort to spread the word about DOE school psychologist positions (such as at February's National Association of School Psychologists (NASP) Annual Convention), it is difficult to compete with lower cost-of-living districts that already offer supplemental employment benefits for practitioners achieving the highly qualified professional status. Additionally, in our efforts to attract local students to enroll in Hawaii's new NASP-approved graduate training program (an Online-Hybrid Program offered through the University of Northern Colorado), a national certification bonus would serve to further attract prospective students to enter the field of school psychology and fill up our vacant Hawai'i positions.

Our community needs the most qualified and competent professionals to work in our schools as a way to strengthen outcomes for Hawai'i's keiki and future. Salary stipends would promote greater levels of knowledge and competency as NCSP school psychologists must engage in ongoing and meaningful continuing professional development (i.e., 75 continuing professional development credits are required for certification renewal every three years).

Mahalo for your consideration of HB501/497.

Respectfully submitted,

Troy N. Loker, Ph.D., NCSP
Nationally Certified School Psychologist
President, Hawai'i Association of School Psychologists
Past President, Florida Association of School Psychologists