



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

Date: 02/08/2017
Time: 03:15 PM
Location: 229
Committee: Senate Education
Senate Higher Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 0647 RELATING TO TEACHERS.

Purpose of Bill: Makes appropriations to Leeward Community College for its special education coursework for teacher licensure and to the Department of Education's Alternate Teacher Route Contract and Teacher Induction and Mentoring programs. Requires the Auditor to report on teacher retention statistics on a school-by-school basis. Allows retired teachers to teach if they earn no more than certain amounts.

Department's Position:

The Department of Education (Department) supports SB 0647 provided that its passage does not replace or adversely impact priorities indicated in the Board of Education approved budget.

The Department supports the intent to address the shortage of qualified teachers in Hawaii, including by appropriating resources for teacher education programs within the State.

The Department also notes that its Teacher Induction and Mentoring Program referenced in Section 6 is a key initiative to improve teacher retention. The Department appreciates any resources that may be directed to this important program.

Regarding Section 2 of the bill and the rehiring of retired teachers, the Department defers to the Employees Retirement System (ERS) for a determination of its impact, if any, on the ERS program. However, we recommend the deletion or clarification of the following language on page 4, line #17 through #19: "the retirant shall not earn more than \$18,000 per year as a full-time teacher and not more than \$9,000 per year as a half-time teacher." Teacher salaries are set through collective bargaining and related authorities. To the extent the intention is to cap the maximum compensation earned by

a retirant under the exemption, a single amount should be identified.

Thank you for the opportunity to testify on SB 0647.

DAVID Y. IGE
GOVERNOR



THOMAS WILLIAMS
EXECUTIVE DIRECTOR

KANOE MARGOL
DEPUTY EXECUTIVE DIRECTOR

STATE OF HAWAII
EMPLOYEES' RETIREMENT SYSTEM

TESTIMONY BY THOMAS WILLIAMS
EXECUTIVE DIRECTOR, EMPLOYEES' RETIREMENT SYSTEM
STATE OF HAWAII

TO THE SENATE COMMITTEE ON EDUCATION
AND
THE SENATE COMMITTEE ON HIGHER EDUCATION
ON

SENATE BILL NO. 647

FEBRUARY 8, 2017, 3:15 P.M.
Room 229

RELATING TO PUBLIC EMPLOYEES' FRINGE BENEFITS

Chairs and Vice Chairs Kidani and Kahele and Members of the Committees,

S.B. 647 proposes to amend section 88-9, Hawaii Revised Statutes, to allow for the reemployment of retired teachers to provide support to non-traditional programs for recruitment and development of teachers, including special education licensure coursework; opportunities for teacher mentorship programs to support new and first-time teachers; and support programs for teacher retention and addressing the teacher shortage.

The Board of Trustees of the Employees' Retirement System (ERS) has not had the opportunity to review this proposal; however, the amendments proposed by S.B. 647 pose a high risk of jeopardizing the tax-qualified status of the ERS, and would thus necessitate the Board's opposition.

The ERS is a tax-qualified plan under §401(a) of the Internal Revenue Code. In order to preserve its tax-qualified status, the ERS must meet certain federal tax law requirements on an ongoing basis. One of those requirements is that retirement benefits may not be paid until a



Employees' Retirement System
of the State of Hawaii

member has “retired.” So called “qualified plans” under the Internal Revenue Service Code allow for the payment of post-retirement benefits only after the legitimate termination of service following the attainment of specified age and years of service requirements. Another way of stating this tax-qualification rule is that a pension plan may not make a retirement distribution to a member while the member is actively employed. In service retirement distributions are not permitted under tax-qualified retirement plans such as ours. Although the IRS has not defined “retirement,” in recent regulations defining “normal retirement age,” the IRS defined what “retirement” is not: “[R]etirement does not include a mere reduction in the number of hours that an employee works.” Treasury Regulations § 1.401(a)-1(b)(3). In other words, a plan will lose its tax-qualified status if the plan permits members to commence benefits because of a transition from full-time to part-time employment. The act of retirement assumes generally that the former employee will provide no further service, will neither seek nor be provided any compensation for said service and will include no expectation of being re-hired.

Subsection 88-9(d), which S.B. 647 proposes to amend, was specifically enacted by Act 179, SLH 2010 to preserve the tax-qualified status of the ERS. This subsection allows for the reemployment of certain retirants without reenrollment in the System only if the retirant meets specific criteria including a specified period of absence from work and requires that there be no agreement between the employee and employer of reemployment after retirement. Relatively short periods of absence from work accompanied by an agreement for re-hire is widely considered to negate any legitimate presumption of retirement for tax qualification purposes.

Under the proposed bill, retired teachers or administrators may be rehired in a “teacher shortage area” if the position is identified by the Department of Education, or in a Charter School, or as a mentor for new classroom teachers, provided that they meet the requirements of Section 88-9(d)(5). These provisions, which S.B. 647 proposes to repeal, require that the retirant may not be reemployed for twelve calendar months after retirement, that no agreement for reemployment may be entered into between the State or a county and the retirant prior to the retirement of the retirant, and that the required percentage of employer contributions to amortize the unfunded liability must be paid to the ERS.

The ERS’s tax counsel has advised that “retirement” requires a termination of employment without any expectation of reemployment. Tax counsel also believes that certain principles are clear when considering “retirement” in the context of rehiring retirants. Specifically, there is no functional difference between making an in-service distribution and rehiring a retirant immediately after the retirant “retires”.

If the rehiring of retired teachers is the goal of this proposal, S.B. 647 would appear unnecessary as the current statute allows them to do so under the specified conditions. Those conditions were designed and imposed to protect the ERS’s tax-qualified status. Leeward Community College and the Department of Education may rehire retired teachers who have met the criteria of being retired for twelve months, who do not have an agreement for reemployment and by contributing the required ERS contributions. To repeal these requirements will put the

ERS at risk of being disqualified as a tax exempt plan and its members at risk of being subject to federal taxes on their vested ERS benefits.

The staff of the ERS respectfully requests that S.B. 647 be deferred.

Thank you for the opportunity to testify.



SENATE COMMITTEE ON EDUCATION
The Honorable Michelle N. Kidani, Chair
The Honorable Kaiali'i Kahele, Vice Chair

SENATE COMMITTEE ON HIGHER EDUCATION
The Honorable Kaiali'i Kahele, Chair
The Honorable Michelle N. Kidani, Vice Chair

S.B. No. 647, Relating to Teachers

Hearing: Wednesday, February 8, 2017, 3:15 p.m.

The Office of Auditor has **no position** regarding S.B. No. 647. However, **we offer comments on Section 3 of S.B. No. 647**, which requires the Auditor perform a study of first-year teacher hiring, five-year retention rates of first-year teachers, and turnover rates for all schools under the department of education. The study called for under Section 3 of S.B. No. 647 requires analysis and reporting on a school-by-school basis.

Sections 3(a)(1) and 3(a)(3) of S.B. No. 647 require us to examine first-year teacher hiring and teacher turnover, respectively. However, we note that Sections 3(a)(1) and 3(a)(3) do not specify a date range for review. By contrast, Section 3(a)(2), which calls for a review of the five-year retention rates of first-year teachers, limits the scope of our review to 2012 through the present. We recommend that the legislature specify a date range for Sections 3(a)(1) and 3(a)(3).

Additionally, we have concerns about the availability and reliability of the information and records necessary to conduct a study as required under Section 3 of S.B. No. 647, especially considering the period of time to complete the study. We are required by S.B. No. 647 to submit a report of the study to the legislature no later than twenty days prior to the 2018 legislative session. For the study to be completed within roughly six months, it is critical that all relevant information and records required to perform the study be readily available for our review. Therefore, we strongly recommend that the legislature confirm with the department of education that the necessary information and records are compiled and maintained on a school-by-school basis and would be available for our review. If the necessary information and records do not exist or are otherwise unreliable or unavailable, conducting a study as required under Section 3 of S.B. No. 647 may not be feasible.

Thank you for considering our testimony related to Section 3 of S.B. No. 647.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Education
And
Senate Committee on Higher Education
February 8, 2017 at 3:15 p.m.
By
John Morton
Vice President for Community Colleges
University of Hawai'i System

SB 647 – RELATING TO TEACHERS

Chairs Kidani and Kahele and members of the committees:

Thank you for the opportunity to testify in support of SB 647. This measure would provide funding for training “home grown” Special Education teachers whose desire is to “give back to their communities”. Leeward Community College is prepared to address the critical shortage of teachers in Special Education through a flexible, cost effective quality alternative pathway leading to SPED teacher licensure.

Providing support for the organic growth of our educators from within our own communities will benefit not only our children’s educational experience but provide a “rooting” of teachers to remain within the school district they live in. Our 2016-2017 school year started with over 500 vacancies resulting in emergency hires, unqualified/unlicensed “educators” and para-professionals. Our children, especially those in the underprivileged communities need and deserve to have quality education and consistency in their school life, for many within these communities school is the only constant in their lives. Beyond the importance of community teachers for our children, this pathway provides the additional benefit of economic improvement within these communities allowing those within to earn a manageable living wage, an opportunity most would not otherwise have.

SB 647 would provide funding to train locally sourced SPED teachers in our highest need communities, at a fraction of the cost currently spent on recruitment and retention of inexperienced, imported candidates. Providing funds to support the state’s most cost-efficient pathway to SPED teacher licensure will enable the state to grow our own teacher candidates by investing in paraprofessionals, emergency hires, and substitutes who already have job-related experience and has demonstrated a long-term commitment to working with students with special needs in hard-to-staff schools. With Leeward CC’s tuition at \$126/credit for lower division coursework, and just \$300/credit for upper division courses, we can deliver the state’s most inexpensive and flexible pathway to SPED teacher licensure.

SB 647 would provide the state with an opportunity to develop a local, flexible, affordable, efficient, and quality alternative teacher preparation pipeline to address more challenging areas of the teacher shortage. Based on the Hawai'i DOE Teacher Retention Report, a majority of these hires are in Leeward communities and hard to staff classrooms, often highlighted by Special Education settings and needs.

The state funds would allow Leeward Community College's Teacher Education Program (TEP) to partner with other local and state agencies to recruit and prepare quality candidates to participate in a licensure program aligned to the Hawai'i Teachers Standards Board (HTSB) for entrance into Hawaii Department of Education (HIDOE) schools as Highly Qualified (HQ) teachers.

The UH Community Colleges is in concurrence with the intent of the bill and strongly supports its passage on the condition that any requested funds do not supplant any portion of the University's Biennium Budget request.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate/House Committee(s) on
February 8, 2017 3:15pm

By

Christina T. Keaulana
University of Hawai'i System/Leeward Community College

HB 1263/SB 647 – TEACHER SHORTAGE BILL

Chair(s) Senator Michelle N. Kidani, Chair
Vice Chair(s) Kaiali'i Kahele

Christina Keaulana, Ph.D.
Instructor, Teacher Education Program
Leeward Community College
(808) 469-5006
ctk8@hawaii.edu

H.B. 1263/SB 647 would provide funding to train locally sourced SPED teachers in our highest need communities at a fraction of the cost we currently spend on recruitment and retention of inexperienced, imported candidates. Providing stipends and staff to support the state's most cost-efficient pathway to SPED teacher licensure will enable the state to grow our own teacher candidates by investing in paraprofessionals, emergency hires, and substitutes who already have job-related experience and demonstrated a long-term commitment to working with students with special needs in hard-to-staff schools. This year, 26.4% of new hires were not qualified teachers. According to the Hawaii DOE New Teacher Retention Report and Hawaii Public Schools Employment Report, 70 percent of these types of new hires leave the teaching profession within just three years. As a community college, our mission is to equip *members of the community* to fill the community's workforce needs. This school year, 26.7 percent of all new hires were assigned to Leeward District schools, there were 167 emergency hires in special education, and the Leeward district has the highest number of substitute teachers with no degree (158, or 18.54%). Statewide, only 32.6% of new teachers completed in-state teacher preparation programs, a percentage which has *decreased* steadily over the past 5 years. Based on the Hawaii DOE Teacher Retention Report, Hawaii's cost of teacher turnover is between \$6-\$13M each year based on about 1,500 teachers leaving the profession annually. HB 1263/SB 647 requests just \$650,000 to provide tuition stipends to our state's most loyal and dedicated prospective special educators. With Leeward CC's tuition at \$126/cr. for lower division coursework and just \$300/cr. for upper division courses, we can deliver the state's most inexpensive and flexible pathway to SPED teacher licensure.

Who do we serve at Leeward Community College? Our Teacher Education Program is comprised of 32% Native Hawaiian and 17% Filipino students; 40% of those in our Special

Education Certificate of Competence are working full-time. Our students are single moms commuting via bus from Makaha; high school students who grew up in multi-generational homes caring for an elder and consequently didn't quite earn the minimum 2.75 GPA required for acceptance to a university; first generation immigrants who are setting uncharted precedence in their families by enrolling in college; parents working two jobs who complete coursework in their asynchronous on-line classes after putting the kids to sleep; para-educators who have worked full-time in special education classrooms for over a decade but can not make the financial/time commitment to pursue teaching degrees. The current pathways to teacher licensure in Hawaii require a student to attend school full-time in person, or enroll in hybrid-distance learning programs that offer classes on weekends or evenings. As a mom of two young children, I must share that my evenings and weekends are my busiest, yet most valued times. A contract between the Hawaii Department of Education and UH Manoa offers stipends for these teacher licensure pathways covering over \$20,000 per student in tuition for those who commit to 3 years in a HDOE school. However, these incentives have not put a dent in addressing our need for 1,500 new teachers each year. In fact, we started this 2016-17 school year with over 500 unfilled teacher vacancies.

Why will students attend Leeward CC? In 2015, Hawaii Teachers Standards Board called all the teacher education programs in the state together and tasked us with designing an alternative route to licensure in SPED to attract local candidates. In close coordination with the Hawaii DOE front line (resource teachers, mentor and induction team members, SPED teachers, principals, etc.) Leeward CC has designed a customized program for prospective SPED teachers statewide, but with a special focus on those interested in serving in Hawaii's Zones for School Innovation. We offer individually tailored academic plans which permit students to take as many or as few courses as they prefer each semester either on-line OR face-to-face. We offer accelerated summer courses at regular Fall/Spring semester tuition rate. We hold optional work sessions where WE come to sites where our students work and reside--Leeward Coast public schools, the Kamehameha Community Learning Center in Ma'ili, Waianae LeeCC campus, etc. We have two on-site peer mentors available 5 days/week for assistance with assignments, technology, etc. We instruct all courses with the "[mastery learning approach](#)" a flexible grading policy which permits resubmission until proficiency is attained.

Our teacher preparation targets support for all "hard-to-staff/retain" schools in rural or remote communities serving the largest population of Native Hawaiian and economically-disadvantaged students in the state. Course content includes significantly heavier emphasis on evidence based instructional practices for students from low-income backgrounds, Native Hawaiian students, English language learners, homeless students and students with higher exposure to at-risk factors. In fact, the Center on the Family community profile study shows the Nanakuli-Waianae Complex Area and Ka'u-Keaau-Paho Complex Area rank poorly on measures of child and family well-being, including unemployment, per-capita income, children in poverty, child abuse rates and school safety. In the Nanakuli-Waianae Complex Area, 7 out of 10 students are disadvantaged, up to two-thirds are of Native Hawaiian descent, and many are homeless. In the Ka'u-Keaau-Paho Complex Area, 8 out of 10 students are economically disadvantaged, while nearly half are Native Hawaiian. Educational attainment in these student groups consistently

rank below non-disadvantaged, non-Hawaiian children in reading and math proficiency. Hawaii *needs* a flexible, affordable teacher education program that will prepare educators to work with these unique populations.

From: mailinglist@capitol.hawaii.gov
Sent: Friday, February 3, 2017 3:15 PM
To: EDU Testimony
Cc: mendezj@hawaii.edu
Subject: *Submitted testimony for SB647 on Feb 8, 2017 15:15PM*

SB647

Submitted on: 2/3/2017

Testimony for EDU/HRE on Feb 8, 2017 15:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Javier Mendez-Alvarez	Individual	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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From: mailinglist@capitol.hawaii.gov
Sent: Monday, February 6, 2017 2:31 PM
To: EDU Testimony
Cc: burgharc@gmail.com
Subject: Submitted testimony for SB647 on Feb 8, 2017 15:15PM

SB647

Submitted on: 2/6/2017

Testimony for EDU/HRE on Feb 8, 2017 15:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
cheryl	Individual	Comments Only	No

Comments: This reads like a good idea but seems to have lots of loose ends? If a former teacher comes back to teach? they can only make so much? IF LCC gets a program that helps us grow our own educators on our islands, then it's a win, win.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 8, 2017 8:55 AM
To: EDU Testimony
Cc: nwalshjones@aol.com
Subject: Submitted testimony for SB647 on Feb 8, 2017 15:15PM

SB647

Submitted on: 2/8/2017

Testimony for EDU/HRE on Feb 8, 2017 15:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Nancy Jones	Individual	Support	No

Comments: We are submitting this testimony in support SB647 to improve access to educational opportunities for Hawai'i's youth by: 1) appropriating funds to Leeward Community College for their special education program; 2) supporting the Department of Education's Alternate Teacher Route Contract and Teacher Induction Mentoring Programs; as well as 3) allowing retired teachers to continue to teach if they fall within certain income guidelines. Given Hawai'i's abysmal payment of public educators, we lack the ability to attract and retain a sufficient supply of teachers to educate Hawai'i's students -- both young and old. This measure will at least allow certain steps to be taken to ensure that the needs of special education students and public elementary/middle/high schools in need of teachers have access to the resources they need. As taxpayers, we would VASTLY prefer to pay for a child's education instead of an UN-educated young adult's incarceration! For all of the above reasons, we respectfully urge you to support SB647 and pass it out of your committee. Mahalo for this opportunity to present comments supporting this measure.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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SUPPORT for SB647

Aloha Chair Kidani, Vice Chair Kahele, and Committee Members:

My name is Jodi Towata and I am a state resource teacher, responsible for 9 first and second year teachers as a full release mentor.

I am writing to express my support for SB647, and specifically for those provisions related to funding for Induction & Mentoring (I&M) within the Hawaii DOE.

For the past several years, we have worked to build and grow the I&M program in Hawaii, using trained mentors to support new teachers across the state. We've made this investment because a conclusive body of research finds that rigorous induction and mentoring (I&M) of new teachers improves teacher retention, teacher effectiveness, and student achievement.

I have seen first hand that beginning teachers are struggling in the field without the support of a trained and committed mentor to support them. Prior to my position as a full release mentor, I was often asked by my school principals to support new teachers. Without proper training or guidance, I was doing what I thought was "mentoring" by checking on the teachers, offering help when needed, listening to challenges, and offering suggestions that had worked for me. Today, as a trained mentor, my approach and understanding of my role as an instructional coach and mentor is structured, specific, data driven, and based on research and best practices. I realize that the support I provide will expedite the effectiveness of beginning teachers and ultimately ensure that all students are provided with quality education. I have worked with teachers on planning instruction to role playing parent teacher conferences and even helping them through difficult adjustments and personal challenges. We (Induction and Mentoring) are the support that enables beginning teachers to return to work after a difficult day or week. As a veteran teacher, I vividly remember my first two years. We did not have mentors then. My second year, I cried almost weekly, struggling with a challenging class in Waianae. Despite support from my school, I struggled and carried my resignation letter with me the whole year. I will never forget that experience. It is at the forefront of each of my sessions with my beginning teachers. I am committed to providing whatever support is needed to help them improve their instruction and to meet the needs of their students.

To date, the State I&M program has been staffed using a combination of temporary positions and positions funded with federal or private foundation dollars. These funding sources can no longer be sustained, and we are at risk of losing programs and the progress made to date. We are therefore requesting:

- (1) the conversion of 3 temporary positions into permanent positions, and
- (2) funding for 6 positions currently funded with private and federal funds

Sustaining these positions will allow us to continue the work of mentoring Hawaii's new teachers, giving them the support they need to remain and thrive in our schools.

Mahalo for your consideration.

Sincerely,
Jodi Towata

State Resource Teacher, Full Release Mentor

SUPPORT for SB647

Aloha Chair Kidani, Vice Chair Kahele, and Committee Members:

My name is Roberta Kokx and I am a State Resource for the Hawaii Teacher Induction Center. Currently, I am supporting the Campbell-Kapolei Complex Area as a Full-Release Mentor.

My primary role as a Full-Release Mentor is to support my caseload of Beginning Teachers to become better, faster, in order to meet the diverse needs of their students.

In addition to working with my Beginning Teachers, I support school level mentors (fellow educators) who mentor Beginning Teachers at their respective schools. This year, in the Campbell-Kapolei Complex Area we have approximately 165 Beginning Teachers, 75 School Level Mentors (full-time teachers who volunteer to mentor a Beginning Teacher), and seven (7) Full Release Mentors. As you can see, providing induction and mentoring support is formidable one, but with the allocation of key resources we can fully support our Beginning Teachers.

I am writing to express my support for SB647, and specifically for those provisions related to funding for Induction & Mentoring (I&M) within the Hawaii DOE.

For the past several years, we have worked to build and grow the I&M program in Hawaii, using trained mentors to support new teachers across the state. We've made this investment because a conclusive body of research finds that rigorous induction and mentoring (I&M) of new teachers improves teacher retention, teacher effectiveness, and student achievement.

I have seen firsthand how a core group of induction and mentoring professionals has positively impacted teacher effectiveness, student learning, and teacher leadership. But most importantly, research supports that most effective teachers provide students with the best learning opportunities.

To date, the State I&M program has been staffed using a combination of temporary positions and positions funded with federal or private foundation dollars. These funding sources can no longer be sustained, and we are at risk of losing programs and the progress made to date. We are therefore requesting:

- (1) the conversion of 3 temporary positions into permanent positions, and
- (2) funding for 6 positions currently funded with private and federal funds

Sustaining these positions will allow us to continue the work of mentoring Hawaii's new teachers, giving them the support they need to remain and thrive in our schools.

Mahalo for your consideration.

Roberta S. Kokx, NBCT
Hawaii Teacher Induction Center
808-283-4091 (mobile) 808-689-9800 (work)

February 7, 2017

SUPPORT for SB647

Aloha Chair Kidani, Vice Chair Kahele, and Committee Members:

My name is Keri Shimomoto and I am an Induction and Mentoring Education Specialist responsible for supporting schools and complex areas with developing and implementing high quality induction programs. I also design and implement innovative demonstration projects related to high quality induction and instructional coaching that build the DOE's capacity and have potential for system-wide impact.

I am writing to express my support for SB647, and specifically for those provisions related to funding for Induction & Mentoring (I&M) within the Hawaii DOE.

For the past several years, we have worked to build and grow the I&M program in Hawaii, using trained mentors to support new teachers across the state. We've made this investment because a conclusive body of research finds that rigorous induction and mentoring (I&M) of new teachers improves teacher retention, teacher effectiveness, and student achievement. Specifically:

- Comprehensive I&M increases new teacher retention. Numerous studies conducted over the past decade find that I&M has a positive impact upon new teacher retention. Improvements generally range from increases of 10% to 30% in new teacher retention with an intensive I&M program versus "business as usual."
- Rigorous I&M advances student achievement. Recent, federally-funded, independent research finds that rigorous I&M produces student gains in reading (from 50th to 54th percentile) and math (from 50th to 58th percentile). Reading gains in one study were equivalent to 3-5 months of additional learning for students of new teachers who were part of a comprehensive I&M program.
- I&M develops future school leaders. In addition to a teacher shortage, our school system also faces a school leader shortage, and a coming wave of principal retirements will exacerbate the problem. The Department has identified mentoring as a core competency for aspiring leaders. A robust I&M program therefore deepens the leadership bench in Hawaii.

To date, the State I&M program has been staffed using a combination of temporary positions and positions funded with federal or private foundation dollars. These funding sources can no longer be sustained, and we are now at risk of losing the program and the progress made to date. We are therefore requesting:

- (1) the conversion of 3 temporary positions into permanent positions, and
- (2) funding for 6 FTEs currently funded with private and federal funds, to become permanent general funded FTEs.

Sustaining these positions will allow us to continue the work of mentoring Hawaii's new teachers, giving them the support they need to remain and thrive in our schools.

Mahalo for your consideration.



Keri Shimomoto

TESTIMONY BEFORE THE SENATE
COMMITTEE ON EDUCATION

PERSON TESTIFYING: Lynn Hammonds, as an Individual

DATE: Wednesday, February 8, 2016

TIME: 3:15 p.m.

LOCATION: State Capitol Conference Room 229

TITLE OF BILL: SB 647, RELATING TO TEACHERS

PURPOSE OF BILL:

Makes appropriations to Leeward Community College for its special education coursework for teacher licensure and to the Department of Education's Alternate Teacher Route Contract and Teacher Induction and Mentoring programs. Requires the Auditor to report on teacher retention statistics on a school-by-school basis. Allows retired teachers to teach if they earn no more than certain amounts.

Chair Kidani, Vice Chair Kahele, and Members of the Committee:

I **strongly support** SB 647 to encourage individuals preparing to become professional educators by completing a teacher education program in either a Hawaii alternative route preparation program leading to licensure, as well as in Leeward Community College's proposed special education licensure program. Unlicensed individuals, such as Educational Assistants and Emergency Hires, have reported that a major roadblock to completion of a teacher preparation program or a bachelor's degree is the "up front" cost of tuition. These scholarships will help eliminate that challenge and encourage them to become licensed teachers willing to serve in Hawaii schools.

In addition, attracting, training and employing new teachers is only part of the solution to solving the teacher shortage dilemma. A strong induction and mentoring program will help Hawaii keep its much needed teachers. Additional support personnel in the Department's induction and mentoring program will help retain these new teachers.

Thank you for your support of education in offering this bill and for the opportunity to testify.

EDU Testimony

From: Stephen_Majzun/KAIMUKI/HIDOE@notes.k12.hi.us
Sent: Tuesday, February 7, 2017 7:44 PM
To: EDU Testimony
Subject: Re: SUPPORT for SB647

Aloha Chair Kidani, Vice Chair Kahele & Members of the Education Committee,

My name is Steve Majzun and I am a Social Studies teacher at Kaimuki Middle School. I am writing to encourage you to pass SB647, and specifically those provisions that provide funding for Induction & Mentoring (I&M).

The State I&M Office and its mentors provide important support to schools and new teachers -- support which helps keep new teachers in the profession, and grow as instructors.

I came to teaching as a second career after 15 years in sales. I was very lucky to have had Lindsay Lindenbach as my mentor teacher. She was instrumental in helping me to adjust to teaching, develop curriculum, and improve every facet of my teaching. If it weren't for Lindsay and the I & M program, I doubt that I would still be teaching. And after surviving my first two years, I am now thriving in my new career as a teacher. I am in my fourth year as a member of the Academic Review Team, third year as Department Head, and am a part of the State's Social Studies Standards Rewrite Team.

Please support the induction and mentoring of new teachers in our public schools.

Mahalo for your consideration.

Steve Majzun
Kaimuki Middle School
7th & 8th Grade Social Studies

EDU Testimony

From: Donna_Lum_Kagawa/HONDO/HIDOE@notes.k12.hi.us
Sent: Tuesday, February 7, 2017 8:46 PM
To: EDU Testimony
Subject: SUPPORT for SB647

Aloha Chair Kidani, Vice Chair Kahele & Members of the Education Committee,

My name is Donna Lum Kagawa. In my capacity as Complex Area Superintendent (CAS) in the Farrington Kaiser Kalani Complex Area, I am writing to advocate for your support to pass SB647, and specifically those provisions that provide funding for Induction & Mentoring (I&M).

As CAS, I am committed to sustaining our complex and State Department's capacity to provide full release mentors as part of an effective induction and retention program for our beginning teachers. Specifically, over the last three years, the data collected provides resounding evidence of the positive impact in teacher practice and performance. All the factors contribute directly to students having access to high quality instruction and learning at a high level. It is my strong conviction that the value of the I & M program is essential to the success of Hawaii's future educational system.

Please support the induction and mentoring of new teachers in our public schools with the passage of SB647.

Mahalo for your consideration.

Donna Lum Kagawa, Complex Area Superintendent
Farrington Kalani Kaiser Complex
4967 Kilauea Avenue, Honolulu, HI 96816
Phone (808) 733-4950

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EDU Testimony

From: Lorna Baniaga-Lee <msbaniaga.lee@gmail.com>
Sent: Tuesday, February 7, 2017 9:19 PM
To: EDU Testimony
Subject: Support for SB647

To: edutestimony@capitol.hawaii.go

Re: SUPPORT for SB647

Name: Lorna Baniaga-Lee, Mentor Teacher, James Campbell High School

Aloha Chair Kidani, Vice Chair Kahele & Members of the Education Committee

I am writing to express my support for the budget request of the State Induction & Mentoring (I&M) Program. I have been a lead mentor teacher at James Campbell High School for the last 4 years. Our school has one of the largest teacher turnovers in the state. We have an average of 30 new teachers per year for the last several years. This year we have 52 new teachers that have 3 years or less of teaching experience, which is roughly 25% of our teaching staff. It is these kinds of statistics that motivates me to do my job as lead mentor. Taking on the role of lead mentor not only gave me the skills to be an effective teacher leader but it has also provided me with the opportunity to be an advocate for both beginning teachers and mentors who play an important role in the I&M Program. This act of testimony is just a small gesture of my commitment to them as well as to our students' successes. Here are their voices:

William Wilkinson – Year 1 teacher

It has given me a script to follow to help me organize/make sense of all the requirements/deadlines/etc that will allow it to not be overwhelming and allow me to focus my attention stress-free in providing content instruction to my students.

Kathryn Villaruz – Year 1 teacher

I have been provided with helpful feedback towards refining my practices as a teacher. Furthermore, I have been provided with useful tips towards my courses and classroom management, that have assisted with keeping my classroom on-task and engaged.

Kara Brady – Year 2 teacher

I entered a huge school and felt like a really small fish. I am extremely shy and often suffer from social anxiety. Having the induction and mentoring helped me connect with others in the school system. It helped me connect with individuals who could help me with the overwhelming amounts of information that I had to face in my beginning year of teaching. They helped me examine my teaching skills and strategies so that I could better reach my students. I don't think that I would have been able to make it through my first year of teaching without the support and friendships that the induction and mentoring program helped establish.

Mikela Callahan – Year 2 teacher

I&M's support system has impacted my journey to become an effective educator in many ways. It has positively impacted my commitment to teaching, helped me with developing effective classroom practices and mostly importantly it has had a significant positive impact on my students' achievement.

Catherine Chao – Year 2 teacher

This support system is one of the many reasons why I love Campbell. Since we have such a large staff, it is very intimidating to ask for help. This program allows new teachers to have a safe space to ask their many questions. I've had a very positive experience here at Campbell and this program has been vital in my teaching career. I've been able to build stronger relationships with veteran teachers and this has in turn positively impacted my teaching practices.

Paige Poehler – Year 2 teacher

(I didn't know whether to put year 1 or year 2 since I have 1.5 years of teaching experience prior to this) But the I&M support system helps me come up with new ideas and teaching strategies that best fit our community. Jen also helps me with determining what resources to use and how. She helps me focus on the important things when I am completely overwhelmed with everything else and she is helping me to become a better teacher by observing me and giving me immediate feedback on what I can do to make the most of my time with my students.

Chamroeun Lim (Nathan) – Year 2 teacher

Induction and Mentoring programs and activities and James Campbell High School has been proactively supporting me in the areas of instructional strategies, curriculum planning, community building, as well as accessibility to resources. As a first year teacher in special education in the inclusion setting, last year not only I was lost given I am not from Hawaii. Consequentially, not only I had difficulty time adapting to the new cultural diversity of my students, but also the cultural diversity of my colleagues. Nonetheless, Induction and Mentoring was dramatically enable to gain confidence as a first year teacher in a new learning environment through community building, as well as provide instructional coach and mentor that further developing my pedagogy in special education. Throughout the year, we have assigned mentor that we can always reaching out to, like a therapist, not only we talked about classroom management, co-teaching strategies, as well as my overall well-being as a first year teacher in this strange land. Therefore, it is my greatest hope that Induction and Mentoring at James Campbell High continue to develop and thrive in order to support first year and second year teacher like myself to provide the best support for our students.

Ashley Williams – Year 2 teacher

To have someone other than my admin to get advice from is so helpful. It's the community of ohana that makes this job enjoyable. We need the support of veteran teachers.

Germaine Ancheta – Year 2 teacher

During my first year at Campbell, it was very helpful to have Jen Slotter mentor me and help provide strategies and tips in the classroom. I appreciated having someone observe my classroom to look for the strengths and areas of improvement in my classroom. It was also helpful to learn AVID strategies from her.

Maurea Walsh – Year 3 teacher

The opportunities and time set aside to meet with my mentor and fellow beginning teachers has been extremely helpful! A beginning teacher needs the time to observe and debrief built into the workday.

Ann Pang – Year 3 teacher

I've completely relied on my mentor teacher for emotional and logistical support over the years. She helped me set up my classroom and taught me how to enter grades my first year, and she's been the person I've gone too for advice and just for a shoulder to cry on ever since then. I probably would not have considered staying in education if it wasn't for my mentor.

Elizabeth Larriva – Year 3 teacher

PLEASE DON'T TAKE AWAY OR MAKE BUDGET CUTS TO THIS PROGRAM!!!! With the turnover rates of teachers being so high in Hawaii, the state NEEDS to make sure they keep the I&M program available to new teachers. I probably would not have survived my first 2 years as a new teacher if it weren't for the support I received from all parts of the program: The Campbell-Kapolei complex area, the I&M coordinator at JCHS (Lorna), and of course, my Mentor. The 1st year of teaching, teachers are assimilating to the school culture and the Mentor definitely helps out with this. The PLC courses were so incredibly valuable in terms of (academic) resources, ideas, tips, tricks, and fellowship (emotional support) with other beginning teachers. It was so nice to have a mentor as a go-to person, they are your 1st responder to any questions you had, big or small. Also, due to the nature of the program (with the CAL logs and portfolios), the mentor was able to ask beginning teachers what it is they need help with and allow beginning teachers to reflect upon various aspects of their instruction, classroom management, etc. Reflecting on experiences, observations or data is what helps us become effective educators. We constantly evaluate what worked well, what didn't and then revise. Spending time with the mentor for 1-2 hours per week carves out that time in your busy schedule to reflect because you are prompted to answer the questions on the CAL logs. I enjoyed this program so much that I had talked to the I&M coordinator about becoming a mentor to help incoming teachers. Even though I'm only a year 3 teacher, I figure I have so much to contribute/share because I had JUST gone through the 2 year experience. I even took the necessary steps to attend the PLS course over this summer.

Bryce Tomatani – Year 3 teacher

The Induction & Mentor program has provided me with an abundant of resources to help improve my teaching practice. From tangible resources such as: teaching strategies, templates, curriculum; as well as intangible resources, such as: peer-to-peer evaluation, professional criticism, and overall support. The I&M program also provided a supporting network to help new teachers become accustomed to the rigor of being a new teacher.

David Tanabe – Year 3 teacher

In the fall of 2014, two years ago I was a "late hire", starting two weeks into the new year. I had missed any benefit of administrative days before the start of the school year, and thus, had to rely on the support and good graces of veteran teachers who neighbored my classroom. More importantly, I also benefited from the formal induction and mentorship programs and support provided by Ms. Lorna Baniaga-Lee and other volunteer mentors like her. While I was still trying to coordinate classroom content, frequent meetings with my mentor and Ms. Baniaga-Lee, formal and informal, provided me guidance to operational, administrative, and social aspects to connect with faculty and staff on campus. I was immeasurably helped to succeed and, I believe, to become an attentive, effective and empathetic educator by and through this framework of support provided by the I&M. Teaching is my second career, and I have the benefit of having had unique professional experiences in

my first career which allow me the perspective and lead me to the conclusion that other first year and "rookie" teachers derive similarly unquantifiable but highly valuable benefits from their mentors trained through this program.

Haley Williams – Mentor

Having I&M school supports in place has been invaluable to me, both as a mentee and current mentor. The support from more experienced teachers has directly impacted my own teaching practices, and ultimately made me a more effective teacher. I also believe that working with new teachers gives me a more well-rounded perspective on how our school is functioning, and what our steps might be for improvement.

Kim Virtudazo – Mentor

As a new teacher five years ago, the I & M program helped a great deal. Having a prearranged teacher to turn to helped me get through a difficult transitional time. I was able to approach the teacher for all of my content, classroom management, logistical needs. All of the paperwork and policies that the school, DOE and BOE requires, can be confusing so having someone you're comfortable with to turn to makes all of the difference. The teaching the profession is difficult enough and the retention is unarguably low when compared to other professions. This is one of the few things the BOE should be doing to retain teachers. Without the I & M program, retention will be even lower.

Noah Myers – Mentor

I am in my 4th year as a teacher, and would not have had nearly as much success pedagogically and mentally had it not been for my mentor. From curriculum development and resources to classroom management, she helped me survive my first year and thrive thereafter. I am now a mentor, trying to emulate her inspiring role, providing guidance, tips, and wisdom whenever possible. I know teaching is a beautiful, rewarding profession, but it is also extremely difficult and overwhelmingly time consuming. Starting out is the hardest part; learning the ropes takes years and would be exponentially more daunting without the guidance of experienced teachers. This is one the main reasons promising talent leaves the profession, and the kids deserve good teachers. So, if you care about the kids, truly care, then this induction and mentor program is one the greatest tools to help them directly by retaining good teachers. Without it, the employment gap will only widen, causing the haphazard, last ditch effort hiring of unqualified, untrained candidates. So, would you want any random person off the street with no medical qualifications to perform your surgery? The same situation applies to the children. Keep talented, qualified teachers by continuing to support and further develop this program, and we can avoid such tragedies.

Noel Hakoda – Mentor

The I & M support system helped me grow as a new teacher, and has also helped me become a teacher leader.

As you analyze the data of effectiveness of the I&M Program, please keep in mind that those numbers represent lives and voices that have direct and positive impact on our students and their continued successes. I believe that the training and support of the State Office is important to growing a comprehensive system of support for all beginning teachers and mentors, and I ask that you please approve the I&M budget request.

Mahalo for your consideration,

EDU Testimony

From: James Koshiba <james.koshiba@gmail.com>
Sent: Tuesday, February 7, 2017 10:15 PM
To: EDU Testimony
Subject: CORRECTED Testimony in SUPPORT of SB647

Please discard my last email testimony. This version corrects a mistake in the calculations. Mahalo.

Aloha Chair Kidani, Vice Chair Kahele & Members of the Education Committee,

My name is James Koshiba and I am a researcher and consultant who works primarily with education-related organizations. Some of my recent clients have included the Hawaii Teacher Leader Network, the Education Institute of Hawaii, the Harold KL Castle Foundation, the Kohala Center and the New Teacher Center.

Through my work with these and other groups, I've gained a broad understanding of the teacher shortage and retention challenge, and the challenge of retaining new teachers in particular. I do not speak for any of these organizations, but I draw upon my experience as a consultant and as parent of a public school 5th grader in my testimony as an individual.

I am writing to urge you to pass SB647, and I am especially supportive of the public investment in Induction & Mentoring (I&M) for new teachers contained therein. Hopefully, you've heard about the importance of I&M from DOE program staff, principals, mentors, and teachers. Theirs are the most important and most expert voices in this discussion. I offer one more reason to invest in I&M: It produces a measurable return on investment.

New teacher turnover is an acute problem in Hawaii, and a major driver of the persistent teacher shortage. Of the 900+ new teachers hired each year, 44% (or 396 teachers) will leave within their first 5 years on the job. The cost of losing these new teachers is high: investments in recruitment, financial incentives, and training are lost; school operations and student learning suffer.

National and district studies estimate the financial cost of teacher turnover ranges from a high of 150% of starting teacher salary (150% would be \$67,700 in Hawaii) to a low of roughly \$16,600 for districts of comparable size to Hawaii. Taking the mid-point between these two figures, we can estimate the cost of teacher turnover in Hawaii at about \$42,200 per lost teacher.

Studies conducted over the past decade find that I&M has a positive impact upon new teacher retention. Improvements generally range from increases of 10% to 30% in 5-year, new teacher retention with an intensive I&M program versus "business as usual."

Putting these figures together allows us to make some very rough, "back of the envelope" estimates about the potential cost savings of the I&M program in Hawaii:

- * 10% increase in retention x 396 new teachers normally lost = 40 fewer teachers leave within 5 years
- * 40 teachers retained x \$42,200 per teacher = \$1,688,000 in avoided costs over 5 years

These savings are fiscal impacts, realized by the State and taxpayers as avoided costs related to improved retention of new teachers. They do not include longer term economic impacts that result from improved student outcomes. Recent federally-funded research finds that I&M for new teachers produced student gains in reading (from 50th to 54th percentile) and math (from 50th to 58th percentile). Reading gains in one study were equivalent to 3-5 months of additional learning for students of new teachers who were part of a comprehensive I&M program.

A 2016 analysis for the Washington State Legislature by the Washington State Institute for Public Policy attempted to quantify the economic impact (versus just the fiscal savings) of I&M. It found that for every \$1.00 that Washington invested in I&M the economy benefited by \$67.00 due to increased earning power of graduates and avoided social costs (e.g., incarceration, public assistance) due to student achievement effects.

The analysis above uses many rough estimates and the figures do not represent an accurate prediction of the precise amounts to be saved fiscally or gained economically. But, it does illustrate a broader point: I&M does produce a return on investment. That investment is measurable both in terms of government savings (avoided costs) and economic gains (productivity, wages). Other states and districts across the country have made efforts to quantify the return on investment and have found it to be significant.

We sacrifice this return and do a disservice to Hawaii's new teachers, their students, and the taxpayers and employers of Hawaii if we fail to invest in I&M.

Mahalo for your consideration.

EDU Testimony

From: Chuck De Ville <chuck.deville@ck.k12.hi.us>
Sent: Tuesday, February 7, 2017 11:30 PM
To: EDU Testimony
Subject: Consideration and Support for SB647

Aloha Chair Kidani, Vice Chair Kahele & Members of the Education Committee,

My name is Charles De Ville and I am the Induction Program Coordinator for the 17 schools in the Campbell-Kapolei complex area in Leeward Oahu. I am writing to encourage you to pass SB647, and specifically those provisions that provide funding for Induction & Mentoring (I&M).

The State I&M Office and its mentor resource teachers provide important support to schools and new teachers state-wide -- support which helps keep new teachers in the profession, and grow a necessary pipeline of effective instructors.

As a product of public education, and a parent of two children that have attended Hawaii public schools, I know the significance of staffing every classroom with compassionate and committed teachers. Our community is at a critical juncture as evidenced by the increasing number of teacher vacancies in our schools. I know first hand the positive impact of supporting our teachers through comprehensive induction and mentoring. The resulting increase in teacher retention translates to stable and consistent instruction in our schools. I empathize with you for the very difficult decisions that you must make to ensure the well-being of Hawaii's future. I believe an investment in supporting those that directly serve the children of Hawaii is in all of our best interests.

Please support the induction and mentoring of new teachers in our public schools.

Mahalo for your consideration.

--

Chuck De Ville
Induction Program Coordinator
CK Schools Support Center
(808) 689-9807



EDU Testimony

From: Daphne Westcot <dwestcot@hurricanes.k12.hi.us>
Sent: Wednesday, February 8, 2017 10:01 AM
To: EDU Testimony
Subject: SUPPORT for SB647

Aloha Chair Kidani, Vice Chair Kahele & Members of the Education Committee,

My name is Daphne Westcot and I am a Mentor at Kapolei High School. I am writing to encourage you to pass SB647, and specifically those provisions that provide funding for Induction & Mentoring (I&M).

The State I&M Office and its mentors provide important support to schools and new teachers -- support which helps keep new teachers in the profession, and grow as instructors.

As a half time mentor and curriculum co-ordinator with 9 brand new teachers at our school mentoring is essential to get them started on the right path as teachers. As well we help relieve some of the stress that comes with the job with such a steep learning curve and the multiple expectations that most teachers coming in are unaware of. College does not teach much about classroom management /EES/SLO/IPDP and professionalism that is all learned on the jobplease support us to help and retain our new teachers.

Please support the induction and mentoring of new teachers in our public schools.

Mahalo for your consideration.

Ms. D. Westcot MSc.

Mentor and Curriculum Coordinator

Kapolei H.S.

(808) 305-8223

"Strive High Always"

Check out my classroom projects: www.donorschoose.org/daphne.westcot

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

Wednesday, February 08, 2017 2:45 PM, Conf. Room 309

Support for HB 937, Relating to Early Learning

Aloha, I am submitting this testimony to express my very strong support for the funding of family child interaction learning programs.

These programs provide families with tremendous support and prepare our keiki to make the transition into the formal learning process. Research has shown that there is a tremendous long-term savings to society when a child receives proper educational preparation.

Family child interaction learning programs works closely with parents to teach them how to be their child's first and foremost educator. It is a mixed delivery system that also equips parents to be well informed and how to be an advocate for their child.

Funding for these programs will provide a needed service to many of our keiki who today must enter a system without the proper preparation.

Please support HB 937.

Mahalo,

Lindsay B.M. Vierra

Randy B.M. Vierra

PO Box 22

Nanakuli HI 96772

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

Wednesday, February 08, 2017 2:45 PM, Conf. Room 309

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Please support HB 937.

Mahalo,

Tiana Kaauamo



P.O. Box 514

Naalehu HI 96772

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

Wednesday, February 08, 2017 2:45 PM, Conf. Room 309

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Please support HB 937.

Mahalo,

Alohalynne Viem
PO Box 424
Pahala Hi 96777
Alohalynne Viem

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

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Please support HB 937.

Mahalo,



Melaney Matsuyama
RR4 Box 2215
Pahoa HI 96778

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

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Please support HB 937.

Mahalo,



Lea Hashimoto
POB 611
Naalehu, HI 96772

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

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Please support HB 937.

Mahalo,

Jesus Moreno Jr.

P.O. Box 193
Na'alehu, HI 96772

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

Wednesday, February 08, 2017 2:45 PM, Conf. Room 309

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Please support HB 937.

Mahalo,

Robin Pagenkopp

Robin Pagenkopp

P.O. Box 819

Naalehu, HI

96772

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

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Please support HB 937.

Mahalo,



DANE SESSON

P.O. BOX 142

NAALEHU HI 96772

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

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Please support HB 937.

Mahalo,

Thomas King
Box 875
Naaalehū, HI. 96772

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

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Please support HB 937.

Mahalo,

Diana M. Jensen

Diana M. Jensen

PO Box 775

Maalehu HI 96772

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

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Please support HB 937.

Mahalo,

Kacey Loman



92-661 HOKUBANI Blvd.

Ocean View, HI 96737

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

Wednesday, February 08, 2017 2:45 PM, Conf. Room 309

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Please support HB 937.

Mahalo,

Layne E. Mills
92-8237 Pihake lane
Ocean View HI 96737



Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

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Please support HB 937.

Mahalo,

Briahne Moreno

P.O. Box 193
Na'alehu, HI 96772

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

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Please support HB 937.

Mahalo,

Jodie Rosam



PO Box 965

Nāalehu, HI 96772

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

Wednesday, February 08, 2017 2:45 PM, Conf. Room 309

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Family child interaction learning programs works closely with parents to teach them how to be their child's first and foremost educator. It is a mixed delivery system that also equips parents to be well informed and how to be an advocate for their child.

Funding for these programs will provide a needed service to many of our keiki who today must enter a system without the proper preparation.

Please support HB 937.

Mahalo,

Shira Jurrentine
Shira Jurrentine
P.O. Box 1041
94-1391 Kaulua Circle
Nāalelu, HI 96772

Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

Wednesday, February 08, 2017 2:45 PM, Conf. Room 309

Support for HB 937, Relating to Early Learning

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M. YAMAZAKI

963172 MAILE ST.,

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Representative Sharon Har Vice Chair
House Committee on Education

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Bridgett K. Kaleohano

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Representative Sharon Har Vice Chair
House Committee on Education

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Mahalo,



Brenda CIALANO

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Representative Sharon Har Vice Chair
House Committee on Education

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Representative Roy Takumi, Chair
Representative Sharon Har Vice Chair
House Committee on Education

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