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# A BILL FOR AN ACT

RELATING TO EDUCATION.

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

1           SECTION 1. Section 302A-706, Hawaii Revised Statutes, is  
2 amended by amending its title and subsection (a) to read as  
3 follows:

4           "§302A-706 [~~Teacher national board~~] National certification  
5 incentive program. (a) There is established within the  
6 department the [~~teacher~~] national [~~board~~] certification  
7 incentive program to recognize and support exemplary [~~teaching~~]  
8 educational practice by supporting public school teachers and  
9 school psychologists who have achieved national [~~board~~]  
10 certification under the certification program of the National  
11 Board for Professional Teaching Standards[-] or the National  
12 Association of School Psychologists. The [~~teacher~~] national  
13 [~~board~~] certification incentive program shall provide:

14           (1) A \$5,000 bonus per year for each public school teacher  
15           or school psychologist who maintains current national  
16           [~~board~~] certification;



- 1           (2) Up to \$1,500, depending on the certification fee  
2           structure, upon completing all components of the  
3           certification program of the National Board for  
4           Professional Teaching Standards [~~+~~] or National  
5           Association of School Psychologists;
- 6           (3) A reimbursement of the remainder of the national  
7           [~~board~~] certification application fee upon achievement  
8           of national [~~board~~] certification; [~~and~~]
- 9           (4) An additional \$5,000 bonus per year for each public  
10          school teacher or school psychologist who maintains  
11          current national [~~board~~] certification and who  
12          [~~teaches~~] is employed at:
- 13          (A) A school [~~in a focus, priority, or~~  
14          superintendent's zone, or other similar  
15          designation, as determined] that has been  
16          identified for comprehensive or targeted support  
17          and improvement by the department; provided that  
18          all teachers receiving the bonus under this  
19          subparagraph during the 2017-2018 school year  
20          shall remain eligible for the bonus subject to  
21          the limitations imposed under paragraph (5);



- 1 (B) A school with a high turnover rate, as determined  
2 by the department; or
- 3 (C) A hard-to-fill school, as determined by the  
4 department [-]; and
- 5 (5) An additional \$5,000 bonus per year for any teacher or  
6 school psychologist employed at a public school who  
7 received a yearly bonus pursuant to paragraph (4);  
8 provided that the teacher or school psychologist  
9 maintains national certification and continues working  
10 in the same school after the school transitions from  
11 the qualifying designation pursuant to paragraph (4);  
12 provided further that the teacher or school  
13 psychologist shall receive the additional bonus from  
14 the time the school no longer meets any of the  
15 criteria under paragraph (4) until the end date of the  
16 teacher's or school psychologist's national  
17 certification in effect at the time the school lost  
18 its designation, or until the teacher or school  
19 psychologist is no longer employed at the school,  
20 whichever occurs first."



1 SECTION 2. Section 302D-28, Hawaii Revised Statutes, is  
2 amended to read as follows:

3 "§302D-28 **Funding and finance.** (a) Beginning with fiscal  
4 year 2012-2013, and each fiscal year thereafter, the non-  
5 facility general fund per-pupil funding request for charter  
6 school students shall be the same as the general fund per-pupil  
7 amount to the department in the most recently approved executive  
8 budget recommendation for the department and shall be based upon  
9 reasonable projected enrollment figures for all charter schools.  
10 The general fund per-pupil request for each regular education  
11 and special education student shall:

12 (1) Include all general fund regular education cost  
13 categories, including comprehensive school support  
14 services, but excluding special education services,  
15 adult education, and the after-school plus program;  
16 provided that these services are provided and funded  
17 by the department; and

18 (2) Exclude fringe benefit costs and debt service.

19 (b) Fringe benefit costs for charter school employees,  
20 regardless of the payroll system utilized by a charter school,  
21 shall be included in the department of budget and finance's



1 annual budget request. No fringe benefit costs shall be charged  
2 directly to or deducted from the charter school per-pupil  
3 allocations.

4 The legislature shall make an appropriation based upon the  
5 budget request; provided that the legislature may make  
6 additional appropriations for facility and other costs.

7 The governor, pursuant to chapter 37, may impose  
8 restrictions or reductions on charter school appropriations  
9 similar to those imposed on department schools.

10 (c) Notwithstanding any law to the contrary, to ensure  
11 non-facility per-pupil general fund amounts allocated for the  
12 department and charter school students are equal on an  
13 annualized fiscal year basis, each year the director of finance  
14 shall:

- 15 (1) Determine the sum of general fund appropriations made  
16 for department and charter school student non-facility  
17 costs described in subsections (a) and (b);
- 18 (2) Determine the sum of department and charter school  
19 student enrollment based on reviewed and verified  
20 student enrollment counts as of October 15;



- 1           (3) Determine a per-pupil amount by dividing the sum of  
2           general fund appropriations determined under paragraph  
3           (1) by the sum of student enrollment determined under  
4           paragraph (2);
- 5           (4) Transfer a general fund amount between the department  
6           and charter schools that will provide each with a per-  
7           pupil allocation equal to the amount determined on an  
8           annualized fiscal year basis under paragraph (3); and
- 9           (5) Annually account for all calculations and transfers  
10          made pursuant to this subsection in a report to the  
11          legislature, governor, department, and charter  
12          schools.

13 This subsection shall not limit the ability of the director of  
14 finance to modify or amend any allotment pursuant to chapter 37.

15          (d) Charter schools shall be eligible for all federal  
16 financial support to the same extent as department schools. The  
17 department shall provide all authorizers with all state-level  
18 federal grant proposals submitted by the department that include  
19 charter schools as potential recipients and timely reports on  
20 state-level federal grants received for which charter schools  
21 may apply or are entitled to receive. Federal funds received by



1 the department for charter schools shall be transferred to  
2 authorizers for distribution to the charter schools they  
3 authorize in accordance with the federal requirements. If  
4 administrative services related to federal grants are provided  
5 to the charter school by the department, the charter school  
6 shall reimburse the department for the actual costs of the  
7 administrative services in an amount that shall not exceed six  
8 per cent of the charter school's federal grants.

9 Any charter school shall be eligible to receive any  
10 supplemental federal grant or award for which any department  
11 school may submit a proposal, or any supplemental federal grants  
12 limited to charter schools; provided that if department  
13 administrative services, including funds management, budgetary,  
14 fiscal accounting, or other related services, are provided with  
15 respect to these supplemental grants, the charter school shall  
16 reimburse the department for the actual costs of the  
17 administrative services in an amount that shall not exceed six  
18 per cent of the supplemental grant for which the services are  
19 used.

20 All additional funds generated by the governing boards,  
21 that are not from a supplemental grant, shall be held separate



1 from allotted funds and may be expended at the discretion of the  
2 governing boards.

3 (e) Authorizers shall calculate a general fund per-pupil  
4 amount based upon the amount of general funds appropriated by  
5 the legislature and released by the governor and the projected  
6 enrollment amount used to calculate the general funds  
7 appropriated pursuant to subsection (a).

8 Authorizers shall submit a report to the legislature no  
9 later than twenty days prior to the convening of each regular  
10 session that contains each charter school's current school year  
11 projection that is used to submit the budget request, the  
12 updated May 15 enrollment projection, the actual October 15  
13 enrollment count, the authorizer's reviewed and verified  
14 enrollment count, and the November 15 enrollment count.

15 (f) To enable charter schools to access state funding  
16 prior to the start of each school year, foster their fiscal  
17 planning, enhance their accountability, and avoid over-  
18 allocating general funds to charter schools based on self-  
19 reported enrollment projections, authorizers shall:

20 (1) Provide sixty per cent of a charter school's per-pupil  
21 allocation based on the charter school's projected





1 student enrollment no later than July 20 of each  
2 fiscal year; provided that the charter school shall  
3 have submitted to its authorizer a projected student  
4 enrollment no later than May 15 of each year;

5 (2) Provide an additional thirty per cent of a charter  
6 school's per-pupil allocation no later than December 1  
7 of each year, based on the October 15 student  
8 enrollment, as reviewed and verified by the  
9 authorizer, only to schools in compliance with all  
10 financial reporting requirements; and

11 (3) Retain no more than the balance of the remaining ten  
12 per cent of a charter school's per-pupil allocation,  
13 as a contingency balance to ensure fiscal  
14 accountability and compliance, no later than June 30  
15 of each year;

16 provided that authorizers may make adjustments in allocations  
17 based on noncompliance with charter contracts and the board may  
18 make adjustments in allocations based on noncompliance with  
19 board policies made in the board's capacity as the state  
20 education agency, department directives made in the department's  
21 capacity as the state education agency, the board's



1 administrative procedures, and board-approved accountability  
2 requirements.

3 (g) The department shall provide appropriate transitional  
4 resources to a conversion charter school for its first year of  
5 operation as a charter school based upon the department's  
6 allocation to the school for the year prior to the conversion.

7 (h) No charter school may assess tuition; provided that a  
8 charter school may assess and collect special fees and charges  
9 from students for co-curricular activities. Any special fees  
10 and charges collected pursuant to this subsection shall be  
11 deposited into insured checking or savings accounts and expended  
12 by each individual charter school.

13 (i) Funds necessary to pay for teacher incentive programs,  
14 bonuses, and other compensation required by law or collective  
15 bargaining beyond regular wages shall not be paid out of a  
16 charter school's facilities funding or per-pupil funds.  
17 Beginning with fiscal year 2018-2019, and each fiscal year  
18 thereafter, the funding request for teacher incentive programs,  
19 bonuses, and other compensation required by law or collective  
20 bargaining beyond regular wages for each charter school shall be



1 a separate line item in the general appropriations act and  
2 supplemental appropriations act."

3 SECTION 3. There is appropriated out of the general  
4 revenues of the State of Hawaii the sum of \$ or so  
5 much thereof as may be necessary for fiscal year 2018-2019 to  
6 pay for the following bonuses for public school teachers, public  
7 charter school teachers, and school psychologists:

8 (1) Collectively bargained placement bonuses in schools  
9 determined as hard-to-fill by the department of  
10 education; and

11 (2) National certification incentive program bonuses as  
12 outlined pursuant to section 302A-706, Hawaii Revised  
13 Statutes.

14 The sum appropriated as separate line items to the  
15 department of education and the Hawaii state public charter  
16 school commission shall be expended by each entity for the  
17 purposes of this Act.

18 SECTION 4. Statutory material to be repealed is bracketed  
19 and stricken. New statutory material is underscored.

20 SECTION 5. This Act shall take effect on July 1, 2050.



**Report Title:**

National Certification Incentive Program; Teachers; School Psychologists; Appropriation

**Description:**

Amends provisions of the national certification incentive program within the Department of Education to include school psychologists who have achieved national certification. Amends provisions related to eligible schools where teachers or school psychologists with national certification are eligible for the incentive program. Beginning with fiscal year 2018-2019, and each fiscal year thereafter, requires funding requests by charter schools for teacher incentive programs, bonuses, and other compensation beyond regular wages to be a separate line item in the general appropriations act and supplemental appropriations act. Appropriates funds. Effective 7/1/2050. (SD2)

*The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.*



DAVID Y. IGE  
GOVERNOR



LAUREL A. JOHNSTON  
DIRECTOR  
  
KEN N. KITAMURA  
ACTING 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**  
P.O. BOX 150  
HONOLULU, HAWAII 96810-0150

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

**WRITTEN ONLY**  
TESTIMONY BY LAUREL A. JOHNSTON  
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE  
TO THE HOUSE COMMITTEE ON EDUCATION  
ON  
SENATE BILL NO. 2383, S.D. 2

**March 21, 2018**  
**2:30 p.m.**  
**Room 309**

**RELATING TO EDUCATION**

Senate Bill No. 2383, S.D. 2, amends Section 302A-706, HRS, to include both public school teachers and school psychologists in the National Certification Incentive Program established within the Department of Education (DOE). Furthermore, the measure specifies that the funds necessary to pay for teacher incentive programs, bonuses, and other compensation required by law or collective bargaining beyond regular wages, shall not be paid out of a charter school's facilities funding or per pupil funding. The measure indicates that the funding requests for these amounts for each charter school shall be a separate line item in the General Appropriations Act and the Supplemental Appropriations Act. The measure also makes an unspecified general fund appropriation for Supplemental FY 2019.

The Department of Budget and Finance provides the following comments. If enacted, the measure would provide the public charter schools with additional funding for items that DOE public schools are not currently allocated. The DOE currently absorbs most of the costs for incentive programs, bonuses, and other compensation within its appropriated budget.

The measure also provides for an additional \$5,000 bonus annually under a new subparagraph, 302A-706(a)(5). However, it is unclear if this is meant to provide an additional bonus amount over and beyond what is currently provided by statute -or- to continue the bonus for eligible teachers and school psychologists identified under 302A-706(a)(4) even though the school that the teacher or school psychologist is employed at no longer meets the criteria under 302A-706(a)(4).

On a technical matter, under Section 3, only a single unspecified amount is being proposed for appropriation, and it is unclear how much of that may be specifically intended for each of the three groups identified: public school teachers, public charter school teachers, and school psychologists.

It should be noted that House Bill No. 1900, the Executive Supplemental Appropriations Act for FY 2019, recommends additional funding as follows:

For Charter Schools -- \$95,000 for national board-certified teacher incentives and \$667,050 for hard-to-staff incentives; and

For DOE Schools -- \$904,384 for hard-to-staff incentives.

Thank you for your consideration of our comments.

DAVID Y. IGE  
GOVERNOR



CATHERINE PAYNE  
CHAIRPERSON

STATE OF HAWAII  
**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(‘AHA KULA HO‘ĀMANA)**

<http://CharterCommission.Hawaii.Gov>  
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813  
Tel: (808) 586-3775 Fax: (808) 586-3776

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FOR: SB 2383 SD2 Relating to Education  
DATE: March 21, 2018  
TIME: 2:30 P.M.  
COMMITTEE: House Committee on Education  
ROOM: Room 309  
FROM: Sione Thompson, Executive Director  
State Public Charter School Commission

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Chair Woodson, Vice Chair Kong, and members of the Committee:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony in **SUPPORT of SB 2383 SD2**, specifically section 2 of the measure which provides teacher incentive funds as a separate budgetary appropriation for public charter schools. This proposed amendment to the charter school law, Chapter 302D, HRS, would allow for a permanent solution that would fully fund teacher incentive pay for charter school teachers who teach in hard-to-staff areas and charter school teachers who have earned National Board certification.

The current Master Agreement between the Board of Education and the Hawaii State Teachers Association requires that teachers in specific geographic areas designated as hard-to-staff be paid an annual differential of \$3,000. For the previous school year, funding of \$567,473 was provided to over 200 teachers in nine charter schools designated as being in hard-to-staff areas.

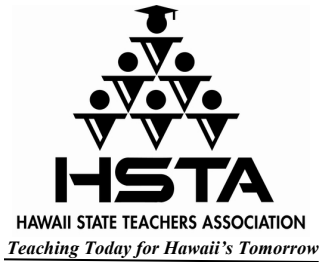
National Board Certified teachers represent another group of teachers charter schools are required to provide an incentive to. Section 302A-706, HRS, establishes the teacher national board certification incentive program which provides a \$5,000 bonus to teachers who maintain national board certification. Incentives are also provided for completion of the certification program and an additional \$5,000 is provided to national board certified teachers who teach at a designated hard-to-staff area.

For the 2017-2018 school year, there are twenty teachers in twelve charter schools who have current national board certification. Of these twenty teachers, six teachers work in charter schools designated hard-to-fill, making each teacher eligible for at least a \$10,000 incentive payment. Funding of \$137,000 is needed to cover the National Board Certification incentive for this school year; this funding includes \$7,000 for two charter school teachers who completed the certification process this school year.

The Commission also appreciates the efforts of the Legislature in providing a permanent solution to this funding challenge through the amendment to Section 302D-28, HRS, proposed in this measure. The Commission looks forward to collaborating with this committee and the Legislature as a whole in advancing this important legislation.

Thank you for the opportunity to provide this testimony.





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

TESTIMONY BEFORE THE HOUSE COMMITTEE ON  
EDUCATION

RE: SB 2383, SD 2 - RELATING TO EDUCATION

WEDNESDAY, MARCH 21, 2018

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson and Members of the Committee:

The Hawaii State Teachers Association **supports and suggests amendments for SB 2383, SD 2**, relating to education.

Hawai'i continues to suffer from a shortage of qualified teachers. According to the DOE's STRIVE HI accountability reports, for the 2017-2018 school year, the state saw 1,011 SATEP vacancies, up from 920 SATEP vacancies in 2016-2017, including a slight increase in SPED SATEP vacancies, from 290 in 2016-2017 to 311 in 2017-2018. As we have noted to the Board of Education at previous hearings, SPED teacher attrition has led to a situation in which 1 out of every 6 SPED teachers have not completed a state-sanctioned teacher training program. Our teacher shortage problem is further clarified in the DOE's 2016-2017 Employment Report, which shows that teacher resignations increased from 781 in 2015-2016 to 850 in 2016-2017. Similarly in-state SATEP hires decreased from 404 to 387 over that time span, while out-of-state SATEP hires increased from 508 to 572. Teacher attrition is worse in high-poverty areas. In the Nanakuli-Waianae Complex Area, for example, an astounding 18 out of 19 SPED teachers hired for the 2017-2018 school year do not have a special education license.

Financial incentives are a key strategy for the recruitment and retention of teachers, particularly given that Hawai'i's teacher salaries continue to trail the nation when adjusted for cost of living. 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. The measure also updates the school accountability categories contained in HRS §302A-706 to match the Hawai'i State Department of Education newly implemented STRIVE HI 3.0 school accountability system and extends the additional bonus to cover teachers and school psychologists whose schools improve over time, thereby ensuring that hardworking 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 national board certified teachers excel in the classroom, with the students taught by NBCTs showing evidence of deeper learning at three times the rate of their peers, according to a 2008 study published in *Advances in Program Evaluation*.

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 our chronic resource shortage, 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 would be jeopardized.

Accordingly, to address the critical teacher churn crisis in high-poverty schools and ensure our most socioeconomically vulnerable students are taught by quality educators, we urge you to extend the additional \$5,000 bonus contained in subsection HRS §302A-706(a)(4) and proposed subsection HRS §302A-706(a)(5) to all national board certified teachers and school psychologists working in Title I schools, which are schools with high percentages of children from low-income families.

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

March 21, 2018 2:30PM  
COMMITTEE ON EDUCATION

Hawai`i State Capitol 415 South Beretania Street

Aloha Chair Woodson and Representatives:

The Hawai`i Association of School Psychologists supports SB2383 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. In 2017, there were 141 NCC's in Hawai`i and not even 1/3 were employed by the department of education (<http://www.nbcc.org/counselorfind/HI>). Currently, there are 30 active 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. There are over 13,000 teachers in the state of Hawaii.

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 Legislative Representative

**SB-2383-SD-2**

Submitted on: 3/19/2018 2:31:33 PM

Testimony for EDN on 3/21/2018 2:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Javier Mendez-Alvarez	Individual	Support	No

Comments:

**LATE**

**TESTIMONY**



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

**LATE**

**Date:** 03/21/2018  
**Time:** 02:30 PM  
**Location:** 309  
**Committee:** House Education

**Department:** Education

**Person Testifying:** Dr. Christina M. Kishimoto, Superintendent of Education

**Title of Bill:** SB 2383, SD2 RELATING TO EDUCATION.

**Purpose of Bill:** Amends provisions of the national certification incentive program within the Department of Education to include school psychologists who have achieved national certification. Amends provisions related to eligible schools where teachers or school psychologists with national certification are eligible for the incentive program. Beginning with fiscal year 2018-2019, and each fiscal year thereafter, requires funding requests by charter schools for teacher incentive programs, bonuses, and other compensation beyond regular wages to be a separate line item in the general appropriations act and supplemental appropriations act. Appropriates funds. Effective 7/1/2050. (SD2)

**Department's Position:**

The Department of Education supports the overall concept of SB 2383, SD 2 as it includes initiatives supportive of our goals and objectives. SB 2383, SD 2 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. However, 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 additional \$5,000 incentive, specified in Section 1, (4)(a) and (5), we note that school psychologists are currently employed by the district/complex area level versus being assigned to a specific school.

Finally, in regards to the proposed amendment to Section 302D-28, the Department supports having the funding request for teacher incentive programs, bonuses, and other compensation

required by law or collective bargaining beyond regular wages for public charter schools being a separate line item in the general appropriations act and supplemental appropriations act.

Thank you for the opportunity to testify on SB 2383, SD 2.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at [www.hawaiipublicschools.org](http://www.hawaiipublicschools.org).

**SB-2383-SD-2**

Submitted on: 3/20/2018 7:53:59 PM

Testimony for EDN on 3/21/2018 2:30:00 PM

**LATE**

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Dani Schroeder	Individual	Support	No

Comments:



Aloha Education Committee Members,

To fill vacancies with highly competent professionals and to prevent attrition, Hawai'i should offer national certification bonuses to help recruit and retain highly qualified school psychologists. I am writing in support of SB2383. Our state must take new steps to better recognize that school psychologists play critical roles in providing our students with environments that are caring, safe, and supportive of quality learning.

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. I am a Nationally Certified School Psychologist who was employed by the DOE as a school psychologist, but I am one of the many highly-qualified professionals who the DOE could not retain due below average compensation and absence of differential pay for prior experience and training.

School psychologists 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 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. It is now time to provide parity with this existing incentive program to other highly-qualified professionals who work within our education system.

School psychologists who hold national certifications demonstrate themselves to be highly-effective in supporting teachers' ability to teach and students' ability to learn. These nationally credentialed professionals offer schools expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. Our profession provides 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.

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 advancing SB2383.

Respectfully submitted,

Troy N. Loker, Ph.D., NCSP  
Nationally Certified School Psychologist



**LATE**

Testimony Support Regarding SB2383  
**National Certification Incentive Program**  
Wednesday March 21, 2018



Aloha,

I am a School Psychologist from the island of Maui and am writing in **support** of Hawaii State Legislature Bill # SB2383 to amend the provisions of the national incentive program within the Department of Education to include Nationally Certified School Psychologists (NCSP) in the state of Hawaii.

To reach National Certification, a School Psychologist must meet the National Association of School Psychology's (NASP's) rigorous credentialing standards. Those standards include extensive coursework, a supervised practicum year, a supervised 1200-hour internship, the completion of a degree at a Specialists level and/or Doctorate level, and a passing score on the School Psychologist comprehensive exam.

Maintaining ones NCSP demonstrates continued professional excellence to the field. In order for a School Psychologist to successfully renew their NCSP, documentation of 75 Continuing Professional Development (CPD) hours must be obtained every three (3) years. Qualifying CPD hours are completed in a variety of topics pertaining to School Psychologists, to include training in ethics/legal regulation, and from reputable sources, such as NASP or APA approved providers.

Those who hold a National Certification in School Psychology meet the established national standards for graduate preparation and continuing professional development. This is a similar standard that is set-forth for teachers who achieve their status as a National Board Certified Teacher (NBCT). In Hawaii, we recognize exemplary teaching practice in our schools through an incentive, which is given to public school teachers who have achieved national board certification under the certification program of the National Board for Professional Teaching Standards. Through the passing of this bill, Hawaii will also be able to recognize School Psychologists who hold national designations through this incentive program.

Passing this bill will have a positive influence on recruitment efforts of School Psychologists in Hawaii, as well as in retaining highly qualified professionals in our schools.

Thank you for your consideration.

Holly Hoke, Ed.S.  
Nationally Certified School Psychologist

**SB-2383-SD-2**

Submitted on: 3/21/2018 9:24:55 AM

Testimony for EDN on 3/21/2018 2:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Emily A Mathis	Individual	Support	No

Comments:

Aloha,

I am writing in support of SB2383 to provide an incentive for school psychologists who have obtained national certification. I am a practicing school psychologists with the Hawaii Department of Education. By obtaining and maintaing national certificaion, school psychologists in Hawaii are adhering to the National Association of School Psychologists' standards of continuing education in a variety of domains including ethical and legal standards for the practice. School psychologists who demonstrate the initiative to maintain this standard are demonstrating their commitment to achieving high standards and care for Hawaii's students and education system. This extra step deserves recognition by our employers for providing a high quality of care. Additonally, the incentive for national certification will provide an incentive for school psychologists to stay updated with ongoing legal changes in the educational system and standards of best practice. The incentive will also assist in recruiting and keeping highly qualified school psychologists in Hawaii's schools.

**LATE**

Thank you,

Emily A. Mathis

**SB-2383-SD-2**

Submitted on: 3/21/2018 10:49:25 AM

Testimony for EDN on 3/21/2018 2:30:00 PM



<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Reem Qaqish	Individual	Support	No

Comments:

"The Nationally Certified School Psychologist (NCSP) credential recognizes school psychologists who meet rigorous national standards for graduate preparation and continuing professional development."

There is a system in place that identifies school psychologist who have proven to be well-versed scholars who apply "expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally."

By passing this bill, you are providing an incentive program for those who continued their education and had the motivation to further their career. You are providing an incentive for those who advocate for our students, giving them a voice, getting them the individualized help they need in order to be successful in life. You are showing appreciation for those who help treat and create a plan for students who have learning disabilities, mental disorders, emotional problems, cognitive concerns, and behavioral shortcomings.

The incentive program can motivate other school psychologists to become certified, to advance their education, and to become knowledgeable in their profession. What better way to thank those who give our children the ability to succeed, adapt, and maintain an overall positive well-being?

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*808-866-0765*



Re SB 2383  
National Certification Incentive Program

3/21/2018

Aloha

This is to serve as testimony in favor of the proposed senate bill 2383 which amends the National Certification Incentive Program within the Department of Education to include school psychologists. I am a nationally certified school psychologist (NCSP) and have been working for the Hawaii State Department of Education, serving the island of Maui for nearly six years.

Not only are we the only state in the United States that does not provide licensing for school psychologists, we do not provide incentives to those professionals who have attained a higher level of licensure. In order to become a NCSP, a school psychologist must pass exams and complete standards (e.g. coursework, internship hours and requirements) that are at or above the standards set by the various states within the US. They must then apply to the National Association of School Psychologists who then award or deny the certification. Hiring NCSPs and encouraging our current school psychologists to attain their national certification promotes a message of excellence and raises the bar in a state that currently has no minimum standards. This ensures that we are recruiting and incentivizing professionals who meet the highest standards in the country.

Recruitment and retention are also major challenges for school psychologists here in Hawaii. We need to recruit from other states since we do not have any training programs here in Hawaii. Incentive programs such as this one would make it easier to recruit quality and qualified school psychologists who will stay in Hawaii. Also, many states honor the NCSP credential, making reciprocity and movement within states easier. We need to make it easier for school psychologists to come to us and want to stay with us.

We need to send the message that we value highly qualified employees who evaluate and make life altering educational decisions for our children. This safeguards the wellbeing of our families and future leaders.

I urge you to support passage of SB 2383.

Respectfully submitted,

Ivana Šain, MSE, PD  
Nationally Certified School Psychologist (NCSP)

**SB-2383-SD-2**

Submitted on: 3/21/2018 1:04:10 PM

Testimony for EDN on 3/21/2018 2:30:00 PM

**LATE**

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Jared Kono	DOE	Support	No

Comments: