



LATE

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

Date: 02/12/2019
Time: 10:00 AM
Location: 309
Committee: House Labor & Public
Employment

Department: Education

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

Title of Bill: HB 1143 RELATING TO TEACHER SALARIES.

Purpose of Bill: Requires that classroom teachers, who accept long-term assignments at hard-to-staff schools, be paid the greater of: a salary that equals at least the national average salary of classroom teachers with similar experience in a similar position and forgo the annual differential paid to teachers employed at hard-to-staff locations; or the salary and benefits statutorily established under the teachers' salary schedule.

Department's Position:

The Department of Education (Department) respectfully opposes HB 1143 for the following reasons:

- Hard to staff differential and the complexes to which it applies are subjects of collective bargaining that have been bargained in the past, and are contained in the current HSTA Unit 5 Agreement. Moreover, Chapter 89-9 HRS requires the parties to negotiate in good faith with respect to "wages."
- The proposed language invalidates the laws of collective bargaining by having teachers forego the previously bargained \$3,000 differential.
- It is not clear what "long term assignment" means for salaried teachers, and whether it applies to substitute teachers and part time temporary teachers who are frequently employed for a significant portion of the school year.
- The definition of "classroom teacher" requiring at least 75% of instructional time does not identify if the percentage is based upon the teacher's 7 hour work day (including or not including duty free lunch), the student instructional day, or the instructional time per week per the HSTA Unit 5 Agreement. The definition may result in a negative impact to teachers who have more than one preparation period or who are assigned an additional non-instructional period by their principal, resulting in no incentive because of not meeting the threshold of 75%. The principals may change the teaching lines throughout the year, which would impact operational ability to pay an incentive based upon a percentage of instructional time.
- The current HSTA Unit 5 Agreement contains a breakdown of teacher work time

distribution, which is different for elementary and secondary teachers. Thus, if 75% is based upon the instructional time in the Agreement, it will have different thresholds for elementary and secondary teachers.

- Defining "Classroom Teacher" in statute could have unintended consequences on the application of the teacher evaluation system and other programs. Currently schools are given broad autonomy in defining "Classroom Teachers."

- The U.S. Department of Education does not establish average national teacher salaries. That information is published through the National Center for Education Statistics (NCES), which does not differentiate based on experience level, assignment, or cost-of-living in their data reporting.

Thus, the Department respectfully opposes this Bill.

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.

DAVID Y. IGE
GOVERNOR



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EMPLOYEES' RETIREMENT SYSTEM
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ADMINISTRATIVE AND RESEARCH OFFICE
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MANAGEMENT DIVISION
FINANCIAL ADMINISTRATION DIVISION
OFFICE OF FEDERAL AWARDS MANAGEMENT (OFAM)

**TESTIMONY BY RODERICK K. BECKER
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE
TO THE HOUSE COMMITTEE ON LABOR AND PUBLIC EMPLOYMENT
ON
HOUSE BILL NO. 1143**

**February 12, 2019
10:00 a.m.
Room 309**

RELATING TO TEACHER SALARIES

This measure amends Chapter 302A, HRS, to require that classroom teachers, who accept long-term assignments at hard-to-staff schools, be paid the greater of: a salary that equals at least the national average salary of classroom teachers with similar experience in a similar position and forgo the annual differential paid to teachers employed at hard-to-staff locations; or the salary and benefits statutorily established under the teachers' salary schedule.

The Department of Budget and Finance has concerns about possible disruptions to the collective bargaining (CB) process. Pursuant to Chapter 89, HRS, teacher salaries are mandatory subjects of CB. Consequently, these types of increases should be negotiated through CB.

Currently, incentives for teachers employed at hard-to-staff schools are negotiated through CB by means of a Memorandum of Understanding. We believe continuing to negotiate this incentive through CB would be more consistent with the intent of Chapter 89, HRS, and best allow the employer and exclusive representative to adapt to changing circumstances.

In addition, the provision specifying “national average salary of classroom teachers with similar experience in a similar position” would be difficult to determine and would likely still require negotiation through CB to reach a common understanding of these amounts.

Thank you for your consideration of our comments.

LATE

HB-1143

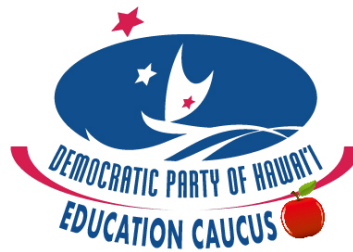
Submitted on: 2/12/2019 6:32:41 AM

Testimony for LAB on 2/12/2019 10:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	O`ahu County Committee on Legislative Priorities of the Democratic Party of Hawai`i	Support	No

Comments:

LATE



HOUSE BILL 723, RELATING TO EDUCATION

FEBRUARY 12, 2019 · HOUSE EDUCATION
COMMITTEE · CHAIR REP. JUSTIN H. WOODSON

POSITION: Support.

RATIONALE: The Democratic Party of Hawai'i Education Caucus supports HB 723, relating to education, which encourages whole child education through expanding arts, culture, and native Hawaiian educational curricula in public schools; and supports the Department of Education and teachers through early childhood education, special education, academic and financial planning, classroom supplies, and reducing class size.

Whole Child Education: According to a 2014 study performed by Lois Hetland and Ellen Winner of the Harvard Graduate School of Education, education in music and drama shows a generalizable causal relationship to increases in verbal achievement and spatial reasoning. Researchers in the Department of Education Reform at the University of Arkansas similarly found, in 2013, that instruction in visual arts led to gains in critical thinking skills. Lastly, both arts and cultural content engage students in the narrative, social, emotional, and historical life of their communities, encouraging them to solve communal problems with creative thinking.

Special Education: Hawai'i's special needs students deserve our help. For the 2017-2018 school year, the statewide achievement gap between high needs students—which includes SPED children, English language learners, and economically disadvantaged students—and non-high

needs students was 32 percent for language arts and 28 percent for math. While State Superintendent Christina Kishimoto and the Hawai'i Board of Education have prioritized closing the achievement gap, doing so requires providing additional resources for SPED teachers.

In 2011, the Hawai'i State Department of Education discontinued the SPED classroom supply fund, which, for a decade, had given \$1,690 to every SPED teacher for curricular materials, high-interest low Lexile books, hands-on materials to support mathematics learning, adaptive programs and supplies, community and life skills developmental materials, and even paper for printing of individualized education plan forms. It would cost \$3,738,280 to provide the \$1,690 in supply funds to each of the state's 2,212 SPED teacher positions, which would be money well spent.

Career and Technical Education: In recent years, education rhetoric has revolved around the misguided notion of “college and career readiness,” a banner phrase for preparing all students to attend universities. Yet, today, college affordability is at an all-time low, student debt at an all-time high, and vocational skills found wanting by employers. According to the Hawai'i Department of Labor, more than 72 percent of the state's projected openings through 2022 require a high school diploma or less, while only 15 percent of future openings require a bachelor's degree and only 4 percent require a master's, doctoral, or professional degree. Thus, to truly promote “college and career readiness,” we must invest in vocational and career pathway programming, in which students may learn such vocations as animation, emergency medical services, environmental sciences, marketing, culinary skills, engineering, and elementary and secondary education.

Class Size: Class size is a social justice issue. Research conducted by the Institute of Education Sciences, within the U.S. Department of Education, concluded that “class size reduction is one of only four evidence-based reforms that have been proven to increase student achievement.” Experiments in Tennessee, Wisconsin, and other states, moreover, have demonstrated that students in smaller classes have higher academic achievement, receive better grades, and exhibit improved attendance. Students benefiting most from smaller class sizes are from poor and minority backgrounds, experiencing twice the achievement gains of their peers. A study commissioned by the U.S. Department of Education analyzed the achievement of students in 2,561 schools across the nation by their performance on the National Assessment of Educational

Progress (NAEP) exams. After controlling for student background, the only objective factor that correlated with higher test scores was class size.

Smaller class sizes allow for individualized instruction, while also improving student engagement. Additionally, we note that the DOE's student-teacher ratios reflect the *total* number of students enrolled at a school divided by the *total* number of teachers employed, including non-classroom "resource teachers," registrars, librarians, curriculum coordinators, curriculum coaches, counselors, communications specialists, technology coordinators, and more. Although Board of Education Policy 2237 establishes a class size limit for grades K-2 of 25 students in Hawai'i, there is no clear limit established for higher grade levels. Teachers can often be found with rosters that include 40-50 students, therefore, with some total secondary school workloads exceeding 200 students (particularly at schools where teachers manage six periods). The class size limits suggested in this bill follow the recommended class sizes outlined in BOE Policy 2237, with the lower limits for special needs students and English language learners following best educational practices nationwide. Reducing class size will boost achievement, improve attendance, and foster a sense of community, and reduce unproductive behaviors, providing students and teachers alike with a better learning environment.

Classroom Supplies: According to the National School Supply and Equipment Association, public school teachers annually spend \$1.6 billion of their discretionary income on supplementary school supplies and instructional materials. On average, teachers surveyed spent a total of \$485 on school supplies and instructional materials, with more than 10 percent spending over \$1,000 of personal income each school year to educate their keiki.

That trend is, if anything, worse in Hawai'i, which consistently ranks at the bottom in national teacher compensation studies. Pay cuts, rising health care costs, adjusted insurance co-pays, and the loss of the state's \$1,690-per-special-education-teacher classroom supply fund have all aggravated the financial burden borne by teachers' pocketbooks. In a recent survey conducted by HSTA, 47 percent of respondents cited personal expenditures between \$250 and \$500 each year on classroom supplies, with many claiming expenditures in excess of \$1,000. Lawmakers must take action to lighten their financial load.

Budget cuts and an overemphasis on standardized testing have crippled the DOE, in recent years, leading to reconsideration of whether or not to continue successful learning programs. Unfortunately, when our state's education budget fails to keep pace with inflation, successful learning centers and categorical programming get placed on the chopping block, while the DOE's priorities shift from classroom support to programmatic savings. Put simply, when we fail to adequately fund our schools, the DOE must spend more time accounting for basic, programs, crowding out concerns about the efficient allocation of funds for individual teacher needs, like classroom supplies.

While debit cards for classroom supplies do not, in themselves, rectify the structural barriers hindering the DOE's appropriation of funds for supplies, we understand that structural inefficiencies result, in part, from a lack of adequate funding. Mandatory budget cuts have crippled the DOE, in recent years, leading to reconsideration of whether or not to continue successful learning programs. Unfortunately, when budget cuts pose an existential threat to successful learning centers and categorical programming, the DOE's priorities shift from classroom support to programmatic savings. Put simply, in times of economic austerity, the DOE must spend more time accounting for basic, overarching programmatic needs, crowding out concerns about the efficient allocation of funds for individual teacher needs.

Additionally, ensuring that educators have more money in their pocketbooks through debit, rather than personal, expenditures effectively increases their purchasing power. Therefore, providing debit cards to teachers incentivizes the teaching profession at a time when our state's high cost-of-living and low adjusted-average income compel many would-be teachers to choose more highly compensated professions or, even worse, leave the state altogether—today, approximately 50 percent of teachers leave our state's classrooms every five years, giving Hawaii the distinction of having the highest turnover rate in the nation. If policymakers are truly interested in enhancing the DOE's ability to recruit highly effective teachers into our schools, providing fiscal incentives that offset cost-of-living problems is a worthy path to take, whose long-term benefits are extremely likely to outweigh its immediate costs.