



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Ways and Means
Wednesday, April 3, 2019 at 10:25 a.m.

By

Donald O. Straney, Vice President for Academic Planning and Policy
University of Hawai'i System

HB 398 HD1 – RELATING TO THE UNIVERSITY OF HAWAII

Chair Dela Cruz, Vice Chair Keith-Agaran and members of the committee:

Thank you for the opportunity to provide testimony on HB 398 HD1, which requires the University of Hawai'i to create additional distance-learning classes in teaching for students who are pursuing undergraduate degrees in education. The university offers the following comments.

The university places a priority on increasing the number of courses and sections of delivered online. Undergraduate students, in particular, are taking more courses online than in the past. These courses allow students to fit courses into their schedules, helping them balance work, family obligations and school. Last year, the legislature appropriated 10 positions for online course design personnel and the university is actively preparing new and additional online courses, including those offered in an accelerated, 5-week format.

There are two undergraduate pathways to licensure for prospective teachers. For students interested in teaching at the elementary level, an undergraduate degree from the College of Education is the first step toward licensure. The college offers online versions of courses leading to the elementary education degree. Both Leeward and Kapi'olani Community College offer courses that will transfer to this degree. In addition, the College of Education offers an Early Childhood/Special Education allowing candidates to be licensed in both early childhood and special education. Both the College of Education Elementary Education and Early Childhood/Special Education programs are four years in length.

For students interested in teaching at the secondary level, an undergraduate degree in a subject matter is required, plus a post-baccalaureate program in education. The university is actively increasing the number of courses delivered online that count towards many subject matter bachelor's degrees. These courses are not in an undergraduate education degree, but they are critical to increasing the number of secondary school teachers, particularly in high-demand subjects. As written, the bill would not include these degree pathways towards preparing public school teachers. The College of Education offers the post-baccalaureate program online programs in

Secondary Education and Special Education. To obtain licensure in secondary education requires 18 months of course work, field experiences, and teaching residency. For the Special Education program two years are required for course work, field experiences and teaching residency.

The College of Education will examine where demand for enrollment in online undergraduate courses can be met with additional sections. The number of additional sections that can be offered will depend on availability of instructors and the number of admitted applicants. However, increasing the number qualified applicants would help meet the university's goals of increasing online opportunities. Currently, the College has 18 sections of courses offered online with approximately 450 candidates enrolled online. The College of Education is committed to increasing online delivery of courses via synchronous, asynchronous and hybrid formats to increase accessibility into licensure programs. The College of Education has accepted and admitted all eligible applicants into our distance education teacher licensure programs.

In addition to undergraduate teaching, the bill should be expanded to include graduate level programs such as our Master of Education in Teaching program. This is another program that provides teaching licensure to candidates in an online format.

Thank you for the opportunity to testify.

LATE

DAVID Y. IGE
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DR. CHRISTINA M. KISHIMOTO
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STATE OF HAWAII
DEPARTMENT OF EDUCATION
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Date: 04/03/2019
Time: 10:25 AM
Location: 211
Committee: Senate Ways and Means

Department: Education

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

Title of Bill: HB 0398, HD1 RELATING TO THE UNIVERSITY OF HAWAII.

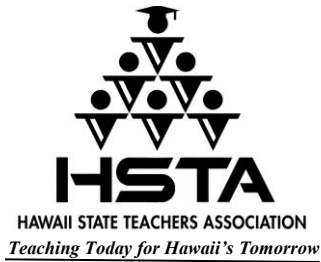
Purpose of Bill: Requires the University of Hawaii system to create additional distance-learning classes in teaching for students who are pursuing undergraduate degrees in education. (HB398 HD1)

Department's Position:

The Department of Education (Department) supports the intent of HB 398, HD1, to provide greater accessibility and opportunities for students who are pursuing degrees in education. The Department defers to the University of Hawaii to comment on the implementation aspects of this measure.

Thank you for the opportunity to testify on this measure.

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.



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Vice President
Logan Okita
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE SENATE COMMITTEE ON
WAYS AND MEANS

RE: HB 398, HD1 - RELATING TO THE UNIVERSITY OF HAWAII

WEDNESDAY, APRIL 3, 2019

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Kim, and Members of the Committee:

The Hawaii State Teachers Association **strongly supports HB 398, HD1** that requires the University of Hawaii system to create additional distance-learning classes in teaching for students who are pursuing undergraduate degrees in education.

HB 398, HD1, will help remove barriers that University of Hawaii students face when pursuing undergraduate degrees in education - be it from lack of class availability to work vs. class scheduling conflicts. **Distance-learning classes will help ensure no matter where a student lives in the state or their work schedules that they will be more likely able to get the classes they need to help ensure that they are able to graduate with their teaching degree in a shorter period of time.**

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, and now 352 SPED SATEP vacancies for 2018-2019 as report to the BOE by the HIDOE. Last year in 2018-2019 we saw yet another increase in SATEP vacancies of 1,029 teachers. 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 and 1,114 in 2018-2019, with only 294 due to retirement. Similarly, in-state SATEP hires decreased from 404 to 387 from 2016-2018, while out-of-state SATEP hires increased from 508 to 572. Teacher attrition is



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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 did not have a special education license.**

Hawai'i needs more kama'aina to become certified teachers. By increasing more distance-learning courses for teacher education programs at the University of Hawaii, it will help those people who already have full-time jobs, but want to become certified teachers. For example, Educational Assistants seeking to become certified teachers, they are already in our schools and from our communities, thus make great candidates. They make excellent teachers once they get certified, but often fitting in traditional college class schedules is next to impossible due to their work schedules. Distance-learning classes would allow them to take these courses outside of the traditional school day. This flexible scheduling really matters because once they become certified teachers, they tend to stay and teach here in Hawaii.

The Hawaii State Teachers Association asks your committee to **support** HB 398, HD1.