



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

**Date:** 02/04/2019  
**Time:** 02:55 PM  
**Location:** 229  
**Committee:** Senate Education

**Department:** Education

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

**Title of Bill:** SB 0983 RELATING TO EDUCATION.

**Purpose of Bill:** Renames the teacher national board certification incentive program the national certification incentive program. Expands program eligibility to include school psychologists. Clarifies requirements and incentives of the program. Clarifies that teacher incentives, bonuses, and compensation beyond regular wages are excluded from the per-pupil request and included as separate line item in the budget for public charter schools. Appropriates funds.

**Department's Position:**

The Department of Education supports the intent of SB 983 as it includes initiatives supportive of our goals and objectives. SB 983 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.

**The Department suggests the following amendment to page 2. Change Section 1, (4), lines 9 through 12 to reflect the following :**

“An additional \$5,000 bonus per year for each public school teacher or school psychologist who maintains current national [~~board~~] certification and who [~~teaches~~] is employed by the

Department and provides school psychology services to children at:"

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.

**Along these lines, the Department suggests the following amendment to page 11:**

Change the last sentence of Section 3, lines 19 and 20 to reflect the following:

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

This amendment would align with the purpose of this bill to request that a separate line item in the general and supplemental appropriations acts be added for charter schools to receive appropriated funds to cover the pay out of teacher incentives for teachers working in the public charter schools.

Thank you for the opportunity to testify.

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).

DAVID Y. IGE  
GOVERNOR



RODERICK K. BECKER  
DIRECTOR

ROBERT YU  
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 RODERICK K. BECKER  
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE  
TO THE SENATE COMMITTEE ON EDUCATION  
ON  
SENATE BILL NO. 983

**February 4, 2019**  
**2:55 p.m.**  
**Room 229**

RELATING TO EDUCATION

Senate Bill No. 983: amends Section 302A-706, HRS, and renames the Teacher National Board Certification Incentive Program to the National Certification Incentive Program; expands program eligibility to include school psychologists and clarifies requirements and incentives of the program; and amends Section 302D-28, HRS, and specifies that funds necessary to pay for teacher incentive programs, bonuses, and other compensation required by law or collective bargaining beyond regular wages shall be excluded from the per-pupil budget adjustment request and shall not be paid out of a charter school's facilities funding or per-pupil funds. In addition, the measure indicates that funding requests for these amounts shall be a separate line item in the General Appropriations Act and the Supplemental Appropriations Act. The measure also makes an unspecified appropriation of general funds for FY 20 and FY 21.

The Department of Budget and Finance offers the following comments on this measure. The measure appears to provide the public charter schools with additional funding to which the Department of Education (DOE) public schools are not

proportionately allocated. If the intent is to maintain proportionate funding, teacher incentive programs, bonuses, and other compensation required by law or collective bargaining beyond regular wages should be excluded from the per-pupil budget base for both the DOE and public charter schools and then provided separately from the per-pupil funding.

Thank you for your consideration of our comments.

DAVID Y. IGE  
GOVERNOR



JOHN S.S. KIM  
CHAIRPERSON

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

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Tel: (808) 586-3775 Fax: (808) 586-3776

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FOR: SB 983 Relating to Education  
DATE: February 4, 2019  
TIME: 2:55 P.M.  
COMMITTEE: Senate Committee on Education  
ROOM: Room 229  
FROM: Sione Thompson, Executive Director  
State Public Charter School Commission

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Chair Kidani and members of the Committee:

The State Public Charter School Commission (“Commission”) submits the following testimony in **SUPPORT of SB 983**, which provides teacher incentive funds as a separate budgetary appropriation in order to fully fund these incentives for charter school teachers who teach in hard-to-staff areas and charter school teachers who have earned National Board certification.

The Commission appreciates the efforts of this committee and the Senate in providing a permanent solution to this funding challenge through the amendment to Section 302D-28, HRS, proposed in this measure.

There are approximately 250 teachers in eight charter schools designated as being in hard-to-fill areas. 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-fill be paid an annual differential of \$3,000.

National Board Certified teachers represent another group of teachers that 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 were about twenty teachers in twelve charter schools who were national board certified. Funding of \$142,000 was provided by the Legislature to fund the National Board Certification incentive last school year.

The Commission is eager to collaborate and work with the Senate and other affected agencies, such as the Department of Budget and Finance, in advancing this bill and addressing any concerns that are raised so that these incentives have the intended effect of supporting teacher advancement and retention.

Thank you for the opportunity to provide this testimony.



**SB983**  
**RELATING TO EDUCATION**  
Senate Committee on Education

February 4, 2019

2:55 p.m.

Room 229

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The Office of Hawaiian Affairs (OHA) Beneficiary Advocacy and Empowerment Committee will recommend that the OHA Board of Trustees **SUPPORT** the proposal to clarify that public charter school teacher incentive compensation required by law or collective bargaining should not be paid from a school's facilities or per-pupil funds, but should be funded through a separate budgetary appropriation. **These provisions offer a solution to fully fund teacher incentive pay for charter school teachers who have earned National Board certification, or who teach in hard-to-fill schools.** OHA does not take a position on the other provisions in this measure.

OHA understands that the Hawai'i Department of Education (DOE) maintains a designated fund to pay mandatory incentive compensation to DOE school teachers who have earned National Board certification, or who teach at hard-to-fill schools. In contrast, there is no such designated fund for teachers in public charter schools who have similarly earned National Board certification, or who teach at hard-to-fill schools. **Consequently, public charter schools have had to pay these incentive bonuses out of each individual school's per-pupil funds, a cost that is *not* currently calculated into the moneys public charter schools are provided each year by the State.** This places an enormous burden on public charter schools already struggling to balance their lean budgets. SB983 seeks to address the inequity of this situation, by clarifying that charter school per-pupil and facility funds shall not be used to fund teacher incentive bonuses, and ensuring that charter school teacher incentive costs are not overlooked in future budgetary appropriations.

Therefore, OHA urges the Committee to **PASS** SB983. Mahalo nui for the opportunity to testify on this measure.

Testimony Support Regarding SB983  
**National Certification Incentive Program**  
Monday February 4, 2019

Aloha,

I am a School Psychologist from the island of Maui and am writing in **support** of Hawaii State Legislature Bill SB983 to amend the provisions of the national incentive program within the Department of Education to include Nationally Certified School Psychologists (NCSPs) in the state of Hawaii.

To reach National Certification, a School Psychologist must meet the rigorous credentialing standards of the National Association of School Psychology (NASP). 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 and maintain their NCSP status, 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 the field of School Psychology, to include training in ethics/legal regulation, and from sources such as NASP or American Psychological Association (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.

Additionally, the passing of 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.

Mahalo for your consideration.

Respectfully submitted,

Holly Hoke, Ed.S.  
Nationally Certified School Psychologist  
President of the Hawaii Association of School Psychologists



My name is Tracy Tagaca and I support SB 983. I am a school psychologist on the Big Island of Hawaii. Currently, there is an extreme shortage of school psychologists on this island. The Eastside (Hilo) is struggling the most because there are no school psychologists serving that side of the island. In the long run, it is the children that will suffer the most. Providing incentives and bonuses for school psychologist will help entice qualified professionals to work in Hawaii.

The process to get national credential can be a laborious process, therefore compensation is justified. In my personal situation, I have a tedious task to obtain the National Certified School Psychologist credential, I have to obtain all of my syllabi from previous college classes. I also have to submit an actual case that I have worked on to be critiqued by the committee.

In closing, I support SB 983, it is time for Hawaii to have greatly qualified professionals that can make a huge difference in the education of our keiki!

Testimony Support Regarding SB983  
**National Certification Incentive Program**  
Monday February 4, 2019

Aloha,

I am a Nationally Certified School Psychologist (NCSP), currently working within the Hawaii Department of Education (DOE). I am writing in support of Hawaii State Legislative Bill SB983 to amend the provisions of the national incentive program within the DOE to include NCSPs in the state of Hawaii.

As School Psychologists, we work in public schools to provide psychoeducational support to students in need to facilitate their educational and social-emotional progress. Our roles as School Psychologists directly impact students' futures on a day-to-day basis. This impact we have on students' futures is tremendous; however, in order for this impact to be the best possible, schools within the state need exemplary practitioners. The stringent requirements of the NCSP credential ensure that School Psychologists have received rigorous training and continue to stay current in the field through Continuing Professional Development (CPD). This NCSP credential, in turn, ensures that School Psychologists have received the best possible knowledge-base and tools to allow the best impact possible on students' futures. To encourage this, it would be beneficial for the state to amend the provisions of the national incentive program with the DOE to include NCSPs in the state of Hawaii.

Specifically, the NCSP credential is comparable to the National Board Certified Teacher (NBCT) status, in that they both signify an prestigious professional credentialing. To become an NCSP, rigorous standards need to be met, as this credential does not come easily. The National Association of School Psychologists (NASP) has developed and maintains a national set of standards for obtaining and maintaining this credential, which includes completion of comprehensive coursework/training, supervised practicums, and a supervised 1,200 hour internship to earn a graduate degree, followed by a requirement to receive a passing score on comprehensive School Psychology Praxis examination. To maintain an NCSP status, it must be renewed every three years. Renewal includes providing evidence of 75 Continuing Professional Development (CPD) hours from approved providers pertaining to topics in School Psychology, of which three credits must be in Ethics. These standards demonstrate a commitment to professional excellence in the field of School Psychology, as they set a high bar for professional practice. Having an NCSP credential signifies that a School Psychologist advanced above and beyond the requirements of merely obtaining their degree to practice in public schools. It demonstrates the individual's desire to not only perform duties, but rather to excel in the field of School Psychology, which in turn will significantly benefit our keiki and their ohana.

In Hawaii, incentive is given to public school teachers who have achieved National Board Certification under 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. This will motivate more School Psychologists to achieve this arduous standard. Additionally, the passing of 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, which is a significant need that will only further benefit our keiki. Mahalo for your consideration.

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Respectfully submitted,

Amanda Garrett, Psy.D.  
Nationally Certified School Psychologist  
Treasurer of the Hawaii Association of School Psychologists

February 4, 2019  
COMMITTEE ON EDUCATION  
Hawai'i State Capitol  
415 South Beretania Street

## SB983

Aloha Chair Kidani and Senators,

The Hawai'i Association of School Psychologists (HASP) believes that Hawai'i's schools deserve educational professionals who have achieved and actively maintain exemplary standards of training and practice. HASP's mission is to enhance the learning and mental health of all of Hawai'i's keiki. In pursuance of this goal, HASP **supports** the Hawai'i State Legislature Bill SB983 to amend the provisions of the national incentive program within the Department of Education to include Nationally Certified School Psychologists (NCSPs).

School psychologists deliver a continuum of services for children, youth, families, and schools. NCSP school psychologists must meet nationally recognized standards for training and must engage in ongoing and meaningful professional development that supports their abilities to provide effective services that help students succeed academically, socially, behaviorally, and emotionally. Hawai'i currently recognizes and supports exemplary teaching practice by supporting public school teachers who hold certification under the National Board for Professional Teaching Standards (NBPTS). It is essential that school psychologists holding certification under the National Association of School Psychologists (NASP) be treated equally. By supporting school psychologists who meet rigorous nationally recognized standards of graduate preparation, ethical practice, and competency, Hawai'i will:

- Attract more highly qualified school psychologists at a time when a national shortage is being experienced and great competition exists for qualified personnel.
- Prioritize our students, families, teachers, and schools by recruiting the best professionals and maintaining the highest standards for educational practice.
- Ensure that the utmost quality of services is provided to students and families to make sure that the learning environment is the most conducive to individual and collective success.

Attached is a document that compares the national certification requirements for NCSPs and to the certification requirements of teachers who meet the NBPTS and who receive a salary stipend. You will find that NCSP training standards meet and exceed the NBPTS standards. HASP urges you to support the inclusion of NCSPs in the Department of Education's national incentive program – Hawai'i's keiki deserve school psychologists who have met the highest levels of training, who are committed to ongoing professional development, and who adhere to professional standards of ethics and decision-making.

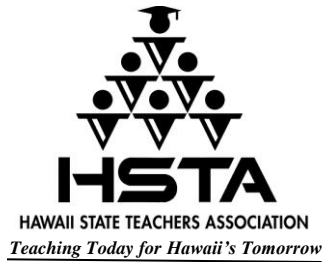
Sincerely,  
Faith Zabek, M.Ed.  
Hawai'i Association of School Psychologists, President-Elect

## A Comparison of National Certifications Across School Professionals\*

|  | <b>NATIONAL BOARD CERTIFIED<br/>TEACHER (NBCT)</b>  | <b>NATIONALLY CERTIFIED SCHOOL<br/>PSYCHOLOGISTS (NCSP)</b>   |
|--|---|---|
| <b>AWARDED BY</b>                              | The National Board for Professional Teaching Standards (NBPTS)  | National Association of School Psychologists (NASP)   |
| <b>ABOUT</b>                                   | The National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan, and nongovernmental organization. It was created in 1987, with the purpose of advancing the quality of teaching and learning by developing professional standards for accomplished teaching, and creating a voluntary system to certify teachers who meet those standards and integrating certified teachers into educational reform efforts  | The NCSP is a credential awarded through the National School Psychology Certification System of the National Association of School Psychologists (NASP), which is an independent, not-for-profit professional organization who created the NCSP for the purpose of credentialing school psychologists who meet rigorous, nationally recognized standards of graduate preparation, ethical and professional practice, and continuing professional development.   |
| <b>WHY BECOME<br/>NATIONALLY<br/>CERTIFIED</b> | <p>NBPTS Certification is a way for the teaching profession to define and recognize highly accomplished practice. Teachers who achieve National Board Certification have met high standards through study, expert evaluation, self-assessment and peer review.</p> <p>The process of applying for and earning National Board Certification through NBCT:</p> <ol style="list-style-type: none"> <li>1. Strengthens practice.</li> <li>2. Helps students succeed.</li> <li>3. Builds leadership skills.</li> <li>4. Helps expand influence and expertise with regard to curricular decisions and policies.</li> <li>5. Helps advance careers.</li> <li>6. Provides portability.</li> <li>7. Offers higher salary potential.</li> <li>8. Enhances education.</li> <li>9. Meets most states' definition of "highly qualified teacher" under NCLB.</li> </ol> | <p>The NCSP credential aims to promote excellence in the field of school psychology by acknowledging school psychologists who meet rigorous nationally recognized standards of graduate preparation, ethical practice, and competency.</p> <p>Specially, national certification:</p> <ol style="list-style-type: none"> <li>1. Advances graduate preparation and practice standards to promote best practices in service to children and youth</li> <li>2. Provides uniform national standards to measure professional qualifications</li> <li>3. Encourages continuing professional growth and development</li> <li>4. Enhances professional opportunities for credentialed school psychologists</li> <li>5. Facilitates state certification through reciprocity with states that accept the NCSP</li> </ol> |
| <b>PRE-REQUISITE<br/>REQUIREMENTS</b>          | <p>To qualify for national certification, candidates must:</p> <ol style="list-style-type: none"> <li>1. Hold a bachelor's degree</li> <li>2. Have completed three full years of teaching/counseling experience</li> <li>3. Possess a valid state teaching/counseling license for that period of time, or, if teaching where a license is not required, have taught in schools recognized and approved to operate by the state</li> </ol>   | <p>To qualify for the NCSP, candidates must:</p> <ol style="list-style-type: none"> <li>1. Complete a minimum of 60 graduate semester hours (i.e., specialist-level) in an organized program of study officially titled "School Psychology".</li> <li>2. Complete a rigorous program of study including supervised practica and a culminating 1,200 clock-hour supervised internship</li> <li>3. Obtain a passing score on the Praxis II© National School Psychologist Examination administered by the Educational Testing Service (#0401).</li> </ol> <p>Graduates of NASP approved programs have met all coursework requirements for the NCSP.</p> <p>All other applicants must provide a portfolio documenting knowledge and skills (see below).</p>   |

|  |  |   |
|--|--|---|
| <p><b>REQUIREMENTS FOR CERTIFICATION</b></p> | <p><b>The Assessment Process:</b></p> <p><b>Portfolio Entries</b><br/>Candidates are required to submit four portfolio entries. Three are classroom based, where video recordings and examples of student work serve as supporting documentation. A fourth entry relates to accomplishments outside of the classroom – with families, the community or colleagues – and how they impact student learning.</p> <p><b>Assessment Center Exercises</b><br/>Candidates must also demonstrate content knowledge in response to 6 exercises developed for your chosen certificate area. Candidates have up to 30 minutes to complete each exercise.</p> <p><b>Scoring</b><br/>Once you have submitted your portfolio entries and assessment center exercises, your complete work will be scored by a minimum of 12 teachers who have successfully completed intensive training and have been qualified for scoring based on their understanding of NBPTS standards and guidelines.</p> | <p>Along with the requirements stated above, applicants from non-NASP approved programs must demonstrate competency in 11 domains of professional practice:</p> <ol style="list-style-type: none"> <li>1. Data-based Decision-Making and Accountability</li> <li>2. Consultation and Collaboration</li> <li>3. Effective Instruction and Development of Cognitive/Academic Skills</li> <li>4. Socialization and Development of Life Skills</li> <li>5. Student Diversity in Development and Learning</li> <li>6. School and Systems Organization, Policy Development, and Climate</li> <li>7. Prevention, Crisis Intervention, and Mental Health</li> <li>8. Home/School/Community Collaboration</li> <li>9. Research and Program Evaluation</li> <li>10. School Psychology Practice and Development</li> <li>11. Information Technology</li> </ol> <p>Candidates must also complete a NCSP Case Study. This requirement demonstrates that the candidate possess the professional skills necessary to deliver effective services that result in positive, measurable outcomes for students.</p> |
| <p><b>COST</b></p>                           | <p>The cost of the NBPTS National Board Certification is \$2,500.00</p> <p>with an additional \$65 non- refundable application processing fee, and a nonrefundable \$500 initial fee. There are federal, state, and local funding sources as well as scholarships from corporations and organizations that will reimburse up to \$2000</p>   | <p>Initial certification fees range depending on membership status and whether the applicant graduated from a NASP-approved program.</p> <p>NASP-approved program graduate fees for initial certification are \$60 (student, 1st year, leave of absence), \$85 (2nd year in practice), \$110 (full member); \$210 (nonmember).</p> <p>Fees for graduates from non-approved programs pay are \$160, \$210, \$260, and \$360 respectively for the categories listed above.</p> <p>The examination fee \$130 (\$50 one-time registration fee plus \$80 test fee) payable to ETS.</p>   |
| <p><b>RENEWAL REQUIREMENTS</b></p>           | <p>National board certification is valid for a period of 10 years. NBCT holders can only renew certification in the original certificate area and can only formally begin working on certification renewal as early as year eight of the certification period.</p> <p>Renewal applicants must currently hold a valid teaching license in the state they are working and must demonstrate their Pre-k–12 teaching experience.</p> <p>The total fee for certificate renewal is \$1,250.00, which includes a \$300.00 nonrefundable application fee.</p>  | <p>NCSPs must engage in activities designed to maintain, expand, and extend their professional training and skills</p> <p>Specifically, each NCSP must be renewed every three years with 75 contact hours of continuing professional development (CPD) activities. 10 of the 75 CPD hours must come from NASP- or APA-approved providers. NCSPs must also accrue 3 hours of CPD regarding ethical practice and/or the legal regulation of school psychology</p> <p>The renewal fees are \$99 for NASP Members, or \$199 for non-members.</p>  |

**\*Table adapted from the National Association of School Psychologists (NASP) document, *A Comparison of National Certifications Across School Professionals/Updated June 2012*. ©2012, NASP, 4340 East West Highway, Suite 402, Bethesda, MD 20814, (301) 657-0270, fax (301) 657-0275, [www.nasponline.org](http://www.nasponline.org)**



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Corey Rosenlee  
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Wilbert Holck  
Executive Director

TESTIMONY BEFORE THE SENATE COMMITTEE ON  
EDUCATION

RE: SB 983 - RELATING TO EDUCATION

MONDAY, FEBRUARY 4, 2019

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani, and Members of the Committee:

The Hawaii State Teachers Association **strongly supports SB 983**, will rename the teacher national board certification incentive program to the national certification incentive program, expand the program eligibility to include school psychologists, clarifies requirements and incentives of the program, clarifies that teacher incentives, bonuses, and compensation beyond regular wages are excluded from the per-pupil request and is included as separate line item in the budget for public charter schools as well.

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

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

achievement gaps. A study performed by Stanford sociologist Sean Reardon found that the “rich-poor gap” in math and reading test scores is roughly 40 percent larger now than it was 30 years ago.

Given the chronic resource shortages, teacher turnover, demographic inequalities, and low pay experienced by educators working in high-need and economically impaired areas, it is imperative that policymakers take steps to incentivize the pursuit of professional excellence and reward quality educators, without whom scholastic progress may be jeopardized.

The Hawaii State Teachers Association asks your committee to **support** SB 983.

**LATE**

February 4, 2019 2:55PM  
COMMITTEE ON EDUCATION

Hawai`i State Capitol 415 South Beretania Street

Aloha Chair Kidani and Senators:

The Hawai`i Association of School Psychologists supports SB983 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  
NASP Delegate-Hawaii



Dani Schroeder, Ed.S., NCSP  
[danipsyc@gmail.com](mailto:danipsyc@gmail.com)

**LATE**

**Testimony Support: SB983**  
**National Certification Incentive Program**  
Monday February 4, 2019

Aloha,

I am a School Psychologist from the Big Island of Hawaii and am writing in **support** of Hawaii State Legislature Bill SB983 to amend the provisions of the national incentive program within the Department of Education to include Nationally Certified School Psychologists (NCSPs) in the state of Hawaii.

To reach National Certification, a School Psychologist must meet the rigorous credentialing standards of the National Association of School Psychology (NASP). 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 and maintain their NCSP status, 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 the field of School Psychology, to include training in ethics/legal regulation, and from sources such as NASP or American Psychological Association (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.

Additionally, the passing of 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.

Mahalo for your consideration.  
Respectfully submitted,  
Dani Schroeder, Ed.S., NCSP  
School Psychologist  
Hawaii Association of School Psychologists Past-President



**LATE**

KAMEHAMEHA SCHOOLS®

Committee: Senate Education

Date: Monday, February 4, 2019

Time: 2:55 pm

Place: Conference Room 229

Testimony by: Dr. Wai‘ale‘ale Sarsona, Managing Director of Kūamahi Community Education

**RE: SB 983 Relating to Education; National Certification Incentive Program**

E ka Luna Ho‘omalua Kidani, ka Hope Luna Ho‘omalua Kim, a me nā Lālā o ke Kōmike  
Ho‘ona‘auao o ka ‘Aha Kenekoa, aloha kākou!

Kamehameha Schools is in **support** of SB 983 which proposes to rename the Teacher National Board Certification and expand the program to School Psychologists. It also provides for a separate line item in the budget for public charter schools.

We commend educators that take the extra step to evaluate their teaching practices through the National Teachers Board Certification. With the continued gap in teacher shortages across our state, programs such as these help to retain and support educators in all of our public schools. Secondly, according to the National Board of Professional Teaching Standards, these teachers have a positive impact for minority and low-income students.

Founded in 1887, Kamehameha Schools is an educational organization striving to restore our people through education and advance a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We believe that community success is individual success, Hawaiian culture-based education leads to academic success and local leadership drives global leadership.

‘A‘ohe hana nui ke alu ‘ia. No task is too large when we all work together! **Please advance this measure.**