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**STATE OF HAWAII**  
**DEPARTMENT OF BUDGET AND FINANCE**  
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ADMINISTRATIVE AND RESEARCH OFFICE  
BUDGET, PROGRAM PLANNING AND  
MANAGEMENT DIVISION  
FINANCIAL ADMINISTRATION DIVISION  
OFFICE OF FEDERAL AWARDS MANAGEMENT (OFAM)

**WRITTEN ONLY**  
TESTIMONY BY CRAIG K. HIRAI  
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE  
TO THE HOUSE COMMITTEE ON EDUCATION  
ON  
HOUSE BILL NO. 2129

**February 3, 2022**  
**2:00 p.m.**  
**Room 309 and Videoconference**

RELATING TO PROFESSIONAL DEVELOPMENT FOR TEACHERS

The Department of Budget and Finance (B&F) offers comments on this bill.

House Bill No. 2129 appropriates \$16,600,000 in general funds in FY 23 for 21 additional hours of professional development for teachers to replace the professional development hours that were lost when the memorandum of understanding expired on June 30, 2021, without renewal.

B&F notes that, with respect to the general fund appropriation in this bill, the federal Coronavirus Response and Relief Supplemental Appropriations Act requires that states receiving Elementary and Secondary School Emergency Relief (ESSER) II funds and Governor's Emergency Education Relief II funds must maintain state support for:

- Elementary and secondary education in FY 22 at least at the proportional level of the state's support for elementary and secondary education relative to the state's overall spending, averaged over FYs 17, 18 and 19; and
- Higher education in FY 22 at least at the proportional level of the state's support for higher education relative to the state's overall spending, averaged over FYs 17, 18 and 19.

Further, the federal American Rescue Plan (ARP) Act requires that states receiving ARP ESSER funds must maintain state support for:

- Elementary and secondary education in FY 22 and FY 23 at least at the proportional level of the state's support for elementary and secondary education relative to the state's overall spending, averaged over FYs 17, 18 and 19; and
- Higher education in FY 22 and FY 23 at least at the proportional level of the state's support for higher education relative to the state's overall spending, averaged over FYs 17, 18 and 19.

The U.S. Department of Education has issued rules governing how these maintenance of effort (MOE) requirements are to be administered. B&F will be working with the money committees of the Legislature to ensure that the State of Hawai'i complies with these ESSER MOE requirements.

Thank you for your consideration of our comments.



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

**Date:** 02/03/2022

**Time:** 02:00 PM

**Location:** 309 Via Videoconference

**Committee:** House Education

**Department:** Education

**Person Testifying:** Keith T. Hayashi, Interim Superintendent of Education

**Title of Bill:** HB 2129 RELATING TO PROFESSIONAL DEVELOPMENT FOR TEACHERS.

**Purpose of Bill:** Provides an appropriation for the department of education to provide twenty-one additional hours of professional development for teachers.

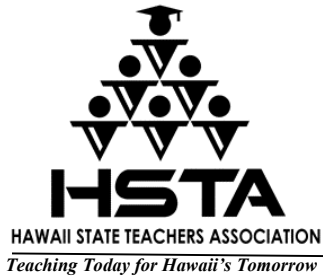
**Department's Position:**

The Hawaii State Department of Education (Department) supports HB 2129 and the goal of providing teachers with twenty-one additional hours of professional development.

Professional development is a key component to ensuring teachers have access to the best research-based educational practices for their classrooms. In particular, job-embedded professional development can prove to be more effective than stand-alone training sessions.

The implementation of responsive capacity building is a critical statewide strategy for the Department to recover from the adverse effects on student achievement resulting from the ongoing COVID-19 pandemic. Professional development and coaching are essential components of this strategy and any additional funding that can be provided will help accelerate this recovery.

Thank you for the opportunity to provide testimony in support of HB 2129.



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TESTIMONY BEFORE THE HOUSE COMMITTEE ON EDUCATION AND THE  
COMMITTEE ON HIGHER EDUCATION & TECHNOLOGY

RE: HB 2129 –RELATING TO PROFESSIONAL DEVELOPMENT FOR  
TEACHERS

THURSDAY, FEBRUARY 3, 2022

OSA TUI, JR., PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson, Chair Takayama, and Members of the Committees:

The Hawaii State Teachers Association asks your committee to **support HB2129, relating to professional development for teachers.** This bill provides an appropriation for the department of education to provide twenty-one additional hours of professional development for teachers.

**One way we are able to help retain our teachers is for the Hawaii Department of Education to offer professional development for our teachers. This bill will appropriate the funds for HIDOE to reinstate the 21 hours of professional development that were taken out of last year's contract due to budget cuts. Now that our economic outlook is much better, the HIDOE is able to negotiate with HSTA and bring back the 21 hrs. for professional development for teachers that were not included in this last contract.** As we all know, teachers not only want the professional development, they need the time to complete it, and they should also be compensated for their valuable time as well.

There continues to be a severe shortage of licensed teachers in our public school classrooms throughout the state. Each year, the Department of Education looks for approximately one thousand two hundred teachers to fill vacancies in public preschool through twelfth grade levels. This means that approximately six hundred classrooms statewide are staffed by substitutes, or emergency hires, rather than full time licensed teachers. Multiply that number by 25 (although class sizes tend to be closer to 30+ in the upper grades, unfortunately) and that would be 80,000+ students without a licensed teacher in their classroom. We need to do everything we possibly can to attract and retain our licensed teachers whom are critical for our students' learning growth.

To support our teachers, the Hawaii State Teachers Association urges you to **support** this bill.

We are in favor of HB2129.

My name is Reid Kuba and I am the Principal in Residence for the DOE's Leadership Institute. I work directly with all secondary principals and also with the elementary principals across the state. The following school principals believe that the 21 hours of Professional Development helps their school and their teachers better serve the children in their school communities. The following school principals are in favor of HB2129:

Aiea Elementary

Aina Haina Elementary

Ali'iolani Elementary

Enchanted Lake Elementary

Haleiwa Elementary

Hickam Elementary

Jarrett Middle School

Kaaawa Elementary

Kahakai Elementary

Kaiulani Elementary

Kalakaua Middle

Kalama Intermediate

Kamali'i Elementary

Kapolei High

Kauai High

Kaumana Elementary

Keaau High

Kealakehe High

Kihei Elementary

Kohala High

Koko Head Elementary

Konawaena Middle

Laie Elementary

Leihoku Elementary

Maemae Elementary

Makakilo Elementary

Mililani Uka Elementary

Mililani Waena Elementary

Mokapu Elementary

Nimitz Elementary

Pahoa High & Intermediate

Pearl City High

Pomaika'i Elementary

Stevenson Middle

Sunset Beach Elementary

Waiahole Elementary

Waiakeawaena Elementary

Waialua High & Intermediate

Waimea High

**HB-2129**

Submitted on: 2/2/2022 11:18:52 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Marlene Leary	Individual	Support	No

Comments:

**Written Testimony for Act. H.B. No. 2129**

**Marlene Leary, Principal at Kaua'i High School**

**Hawai'i BOE Meeting: February 3, 2022**

**Agenda Item: Bill Relating to Professional Development for Teachers**

**As a school administrator, I support Act H.B. No. 2129 which would reinstate the twenty-one additional hours of professional development for teachers which expired June 2021.**

**The intensity of pandemic related learning loss and supporting students' social emotional learning after months of distance learning has impacted overall student growth and well-being. In addition, the loss of contractual HSTA professional development time (21 hours) has caused multiple challenges in improving student growth and professional collaboration. The transition to in-person learning has increased staff tasks for less pay(due to removing the 21 hours) and meeting time. Time for collaboration, communication, innovation and critical reflection which are key elements to transforming school efforts to improve student achievement/SEL and reducing the achievement gap have decreased. Reinstating that time will provide multiple opportunities for continuous cycles of improvement to address school specific outcomes for students, faculty and our community.**

**Our school recently completed our WASC Self-Study and Accreditation visit. We have made significant progress in our staff's ability to grow as individuals and as a team. However, it is essential for us to invest in more professional development and collaboration time to ensure positive outcomes of our academic plan especially through the multitude of pandemic challenges and extra tasks (close contact identification, calling,**

**covering personnel gaps on a daily basis, completing additional COVID-19 related paperwork, and uncompensated training outside of school hours, etc)**

**The Department of Education's focus this year has been on 3-1-1 to ensure successful in-person learning. There is no argument to the importance of focusing on: 1) students' academics, social emotional learning and attendance; 2) staff well-being, and 3) schools-safe return for all. However, what was the specific plan and actions to make sure these 3 foci would be successful? By cutting teachers' salaries by removing the 21 hours of additional professional development time AND not assisting them with the increases in health insurance, we have indirectly cut the main line of supporting our students where it matters...in the classroom and school.**

**As an administrator, I support the additional 21 hours of teacher professional collaboration and development time for teachers/counselors. It is a key element in improving students, staff, and school outcomes especially in our pandemic journey. I have seen the difference it has made to the culture of teaching and learning at Kaua'i High School. Thank you.**



**HB-2129**

Submitted on: 2/2/2022 2:11:52 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Kecia McDonald	Individual	Support	No

Comments:

Aloha,

My name is Kecia McDonald, I am a HIDOE teacher in West Hawai'i. I previously served as the Teen Health teacher at an Intermediate school and I currently serve as a Complex Area resource teacher for the West Hawaii Complex Area. In my current position at the Complex Area, working with 19 schools, I have a wider perspective of how the lack of the 21 hours has negatively impacted schools.

First of all, there is never enough time in a school calendar to do all the learning, all the collaborating, and all the communicating we would want to. The time teachers have during the day for team or department meetings is used for discussing students and student data, and how to be responsive to student needs. Whole staff meetings are used to touch on school-wide issues and concerns and create solutions. In the current circumstances, much of staff meeting time is used to focus on health, safety and security--and rightfully so because our priority is to have students back on campus and safety is always the top concern.

When faculties have the additional 21 hours to focus on schoolwide professional development, that is when we can build collective efficacy and move schools forward. This time is critical to the development of schoolwide agreements for instructional practices, building school culture, and addressing school needs. This is when we can look at schoolwide data and build common understanding, and create school-wide solutions. When we don't have that time to build collective and communal processes and understanding, we don't have the opportunity to build holistic school wellness and schoolwide systems of support for students.

In my current role, I have the opportunity to speak to educators in various positions at schools from the east side of Honoka'a to schools south of Captain Cook. Every educator I encounter, teacher and admin alike, speaks to the need for those additional 21 hours to give schools the opportunity to identify and solve schoolwide issues. Today I am here to give voice to those many voices. Without collective understanding and collective learning, we cannot build comprehensive solutions to many challenges facing schools. I strongly support the reinstatement of the 21 hours of professional development in order to assist educators in meeting the multiple challenges our schools are facing at present and put collective learning and growth in place for our schools in the future.

Thank you for your consideration.

