

STATE OF HAWAII
HAWAII TEACHER STANDARDS BOARD
650 IWILEI ROAD, SUITE 268
HONOLULU, HAWAII 96817

March 28, 2022

WRITTEN TESTIMONY BEFORE THE HOUSE COMMITTEE ON FINANCE

PERSON TESTIFYING: Felicia Villalobos, Interim Executive Director on behalf of the Hawaii Teacher Standard Board (HTSB)

DATE: April 1, 2022

TIME: 3:00 pm

LOCATION: Conference Room 308 and Video Conference

TITLE OF BILL: SB2820 SD2 HD1 Relating to Teacher Compensation

PURPOSE OF BILL: Appropriates funds for various teacher differentials to help address various labor shortages

POSITION: Supports SB2820 SD2 HD1

Chair Luke, Vice Chair Yamashita, and Members of the House Committee on Finance:

The Hawaii Teacher Standards Board (HTSB) supports SB2820 SD2 HD1. HTSB supports this bill because it is a mechanism that would assist the efforts towards recruitment and retention of providing all public-school students with quality educators.

Providing every child in Hawaii with qualified teachers throughout their educational career, especially in areas of critical shortages, would guarantee each child is afforded the opportunity of a quality education and a greater range of future opportunities. SB2820 SD2 HD1 is a way to address this need and provide longevity towards these efforts.

Thank you for the opportunity to testify in support of SB2820 SD2 HD1.

DAVID Y. IGE
GOVERNOR



CRAIG K. HIRAI
DIRECTOR

GLORIA CHANG
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)

**TESTIMONY BY CRAIG K. HIRAI
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE
TO THE HOUSE COMMITTEE ON FINANCE
ON
SENATE BILL NO. 2820, S.D. 2, H.D. 1**

**April 1, 2022
3:00 p.m.
Room 308 and Videoconference**

RELATING TO TEACHER COMPENSATION

The Department of Budget and Finance (B&F) opposes this measure.

This measure appropriates unspecified amounts for FY 23 for a teacher effectiveness support program, and for the Department of Education and Charter Schools to fund teacher compensation as negotiated and executed in separate memoranda of understanding between the Superintendent of Education/governing board of each State Charter School and the Hawai'i State Teachers Association, Bargaining Unit (BU) 5, for teacher shortage differentials.

In addition, this bill provides the following:

- Annual step increases for educational assistants (BU 3), principals and vice principals (BU 6), and teachers (BU 5).
- Every teacher assigned to a school-level classroom instructional position shall be provided no less than 225 aggregate minutes of preparation periods scheduled by the employer during the teacher's regular work week.

- Every teacher assigned to a school-level classroom instructional position may be provided a minimum of 225 minutes per week to assist students who need additional support in meeting the standards relating to the subject area for which the teacher is responsible.
- Every teacher assigned to a school-level classroom instructional position shall be provided a minimum of 45 continuous minutes per week, up to 1,260 minutes total per year, for collaboration with peers.

B&F opposes this measure because it is contrary to the collective bargaining (CB) process. This measure:

- Preferentially directs the outcome of CB negotiations for select BUs or select groups within BUs.
- Appropriates funding for cost items before negotiations are complete and agreements are reached.

While the Legislature has the authority to set the scope of CB, the Legislature did this in setting up a process in Chapter 89, HRS. This bill disrupts that process due to its partial return to directly legislated wages and working conditions for public employees.

B&F also notes that, with respect to the general fund appropriations 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.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Finance
Friday, April 1, 2022 at 3:00 p.m.

By

Nathan Murata, Dean
College of Education

And

Michael Bruno, PhD
Provost

University of Hawai'i at Mānoa

SB 2820 SD2 HD1 – RELATING TO TEACHER COMPENSATION

Chair Luke, Vice Chair Yamashita, and members of the House Committee on Finance:

Thank you for the opportunity to provide testimony on SB 2820 SD2 HD1, Relating to Teacher Compensation.

The University of Hawai'i at Mānoa, College of Education supports SB 2820 SD2 HD1 which provides a pay differential to help address various labor shortages in schools. The teacher pay differentials will positively affect the following labor shortage areas: special education, hard-to-staff geographic locations, and Hawaiian language immersion programs. We have witnessed that some form of differential has had a positive effect on retaining teachers particularly in hard-to-staff areas as those mentioned above.



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

Date: 04/01/2022

Time: 03:00 PM

Location: 308 Via Videoconference

Committee: House Finance

Department: Education

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

Title of Bill: SB 2820, SD2, HD1 RELATING TO TEACHER
COMPENSATION.

Purpose of Bill: Provides automatic step increases in salaries for each year of satisfactory service completed by educational assistants, public school teachers, and principals and vice principals and increases the amount of time available to teachers for collaboration, preparation, and planning. Appropriates funds for the automatic step increases and increase of time for teachers to collaborate and plan. Appropriates funds for various teacher differentials to help address labor shortages in the areas of special education, hard-to-staff geographic locations, and Hawaiian language immersion programs. Effective 7/1/2050 (HD1)

Department's Position:

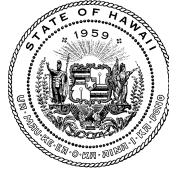
The Hawaii State Department of Education (Department) respectfully submits comments on SB2820, SD2, HD1, which provides automatic step increases in salaries for each year of satisfactory service completed by educational assistants, public school teachers, and principals and vice principals and increases the amount of time available to teachers for collaboration, preparation, and planning; appropriates funds for the automatic step increases and increase of time for teachers to collaborate and plan; and appropriates funds for various teacher differentials to help address labor shortages in the areas of special education, hard-to-staff geographic locations, and Hawaiian language immersion programs.

The Department appreciates the Legislature's continued commitment to ensuring that teachers have the necessary tools to provide students with an educational foundation to maximize academic achievement. Teachers are central to the academic effectiveness of schools and it is imperative to develop an environment where educators are able to simultaneously refine their skills while deploying effective instructional strategies in classrooms.

While preparation time and professional development are critical in optimizing opportunities for teachers, addressing these benefits have traditionally been handled through the collective bargaining process. The Department would like to continue to honor the collective bargaining process as it facilitates real-time discussions on the needs of the teachers to provide effective instruction to students while fulfilling the public's expectation for the maintenance of an effective K-12 public education system in Hawaii.

The Department is involved with negotiating contracts with three unions – the Hawaii State Teachers Association (HSTA), the Hawaii Government Employees Association (HGEA), and the United Public Workers (UPW). Members of all three unions play an equally significant role in the successful operations of schools and the entire Department. The Department urges the Legislature to consider providing equity to the dedicated members of each union that play an equally important part in providing the best possible educational foundation for students.

Thank you for the opportunity to provide comments on this measure.



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

House Committee on Finance

Friday, April 1, 2022
3:00 p.m.
Via Videoconference
Hawaii State Capitol, Room 308

**Senate Bill 2820, Senate Draft 2, House Draft 1, Relating to Teacher
Compensation**

Dear Chair Luke, Vice Chair Yamashita, and Members of the Committee:

The Board of Education ("Board") respectfully provides **comments** on SB 2820 SD2 HD1, which would appropriate funds for (1) automatic step increases in salaries for each year of satisfactory service completed by educational assistants, public school teachers, and principals and vice principals; (2) increases in the amount of time available to teachers for collaboration, preparation, and planning; and various teacher differentials to help address labor shortages in the areas of special education, hard-to-staff geographic locations, and Hawaiian language immersion programs.

The Board appreciates the intent of this measure and generally supports proposed legislation that increases the compensation of school-level employees in public schools. The Board, however, defers to the Department of Education, Department of Budget and Finance, and the Office of Collective Bargaining as to the most appropriate mechanism to increase compensation for these employees.

Thank you for this opportunity to testify on behalf of the Board.

A handwritten signature in cursive script that reads "William N. Arakaki".

Sincerely,

Bill Arakaki
Chairperson, Board of Education 2022 Legislative Ad Hoc Committee

DAVID Y. IGE
GOVERNOR



THOMAS WILLIAMS
EXECUTIVE DIRECTOR

KANOE MARGOL
DEPUTY EXECUTIVE DIRECTOR

**STATE OF HAWAII
EMPLOYEES' RETIREMENT SYSTEM**

**TESTIMONY BY THOMAS WILLIAMS
EXECUTIVE DIRECTOR, EMPLOYEES' RETIREMENT SYSTEM
STATE OF HAWAII
TO THE HOUSE COMMITTEE ON FINANCE
ON
SENATE BILL NO. 2820, S.D.2, H.D. 1**

April 1, 2022

3:00 P.M.

Conference Room 308 and VIA Videoconference

RELATING TO TEACHER COMPENSATION.

Chair Luke, Vice Chair Yamashita, and Members of the Committee,

S.B. 2820, S.D.2, H.D. 1, proposes to fund pay incentives for teachers in special education positions, hard-to-staff geographic locations, and Hawaiian language immersion programs. The bill cites an example of a shortage of 1,029 experienced qualified teachers during the 2018-2019 school year.

The bill proposes criteria levels and tiers for determining the shortage differential pay, ranging from \$3,000 to \$8,000 annually per qualified licensed teacher to differentials negotiated by the employer and the bargaining unit in a memorandum of understanding.

The Employees' Retirement System (ERS) recognizes the need for equitable pay to recruit and retain qualified teachers in those existing areas and supports the intent of the bill. We offer the following comments:

The ERS notes that while the number of teachers affected and pay differentials are to be determined per the criteria and tiers in the bill, **the pay increases would cause an estimated \$92 million increase in the ERS' Unfunded Actuarial Accrued Liability**



Employees' Retirement System
of the State of Hawaii

City Financial Tower • 201 Merchant Street, Suite 1400 • Honolulu, Hawaii 96813-2980
Telephone (808) 586-1735 • Fax (808) 586-1677 • <http://ers.ehawaii.gov>

(UAAL) due to the larger than anticipated salary increases for approximately 1,029 existing and new members.

As monies are being allocated to cover additional pay, we would encourage that funds be identified and allocated to offset the expected increase in our plan's UAAL (\$92 million). The proposed salary increases would result in an increase in total employee and employer retirement contributions, but this would not be enough to cover the increased liability. According to calculations provided by the ERS's actuary, Gabriel, Roeder, Smith & Co., the Legislature could as an alternative to the lump sum payment elect to increase employer contributions. Either of the alternatives, a lump sum payment or employer contribution increase, would avoid reversal of funding progress already achieved.

The legislation may desirably cause some teachers to delay retirement as they increase their years of service and average final compensation (AFC) for benefit calculation purposes.

Thank you for the opportunity to provide testimony on S.B. 2820, S.D.2, H.D. 1.



STATE OF HAWAII
Executive Office on Early Learning
2759 South King Street
HONOLULU, HAWAII 96826

March 31, 2022

TO: Representative Sylvia Luke, Chair
Representative Kyle T. Yamashita, Vice Chair
House Committee on Finance

FROM: Coleen Momohara, Interim Director
Executive Office on Early Learning

SUBJECT: **Measure:** S.B. No. 2820 SD 2, HD 1 – RELATING TO TEACHER
COMPENSATION
Hearing Date: Friday, April 1, 2022
Time: 3:00 p.m.
Location: Videoconference & Conference Room 308

Bill Description: Provides automatic step increases in salaries for each year of satisfactory service completed by educational assistants, public school teachers, and principals and vice principals and increases the amount of time available to teachers for collaboration, preparation, and planning. Appropriates funds for the automatic step increases and increase of time for teachers to collaborate and plan. Appropriates funds for various teacher differentials to help address labor shortages in the areas of special education, hard-to-staff geographic locations, and Hawaiian language immersion programs. Effective 7/1/2050 (HD1).

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Support

Aloha. I am Coleen Momohara, Interim Director of the Executive Office on Early Learning (EOEL). EOEL supports the intent of S.B. No. 2820 S.D. 2, H.D. 1 and defers to HIDEOE as it relates to teacher differentials and provisions set forth in this bill.

EOEL is statutorily responsible for the development of the State's early childhood system and also administers the EOEL Public Pre-Kindergarten Program in partnership with the HIDEOE. The State's teacher shortage also impacts the DOE teachers who teach in the EOEL's Public Pre-Kindergarten Program classrooms, particularly in rural and remote areas.

We appreciate the support and attention of this committee to ensure that the DOE teachers working with young children in the EOEL Public Prekindergarten Program classrooms are included in the effort to address compensation. Recruitment and retention of qualified teachers is critical to the success of implementing high quality prekindergarten programs. This bill would provide an incentive for individuals to reach in the vital areas of special education, hard-to-staff geographical locations, and Hawaiian Language Immersion programs. We appreciate the Legislature's commitment to support teacher recruitment and retention efforts.

Thank you for the opportunity to provide testimony in support of this bill.

DAVID Y. IGE
GOVERNOR



RYKER WADA
CHIEF NEGOTIATOR

**STATE OF HAWAII
OFFICE OF COLLECTIVE BARGAINING
EXECUTIVE OFFICE OF THE GOVERNOR**
235 S. BERETANIA STREET, SUITE 1201
HONOLULU, HAWAII 96813-2437

TESTIMONY TO THE
HOUSE COMMITTEE ON FINANCE

For Hearing on Friday, April 1, 2022
3:00 p.m., Conference Room 308 Via Video Conference

By

RYKER WADA
CHIEF NEGOTIATOR

**Senate Bill No. 2820 SD2 HD1
Relating to Teacher Compensation**

WRITTEN TESTIMONY ONLY

CHAIR LUKE, VICE-CHAIR YAMASHITA, AND MEMBERS OF THE COMMITTEE:

The purpose of Senate Bill No. 2820 SD2 HD1 is to: (1) Provide automatic step increases in salaries for each year of satisfactory service completed by educational assistants, public school teachers, and principals and vice principals and increase the amount of time available to teachers for collaboration, preparation, and planning; and (2) Appropriate funds for differentials to help address various categories of teacher shortages.

The Office of Collective Bargaining (OCB) respectfully **opposes** S.B. 2820 SD2 HD1 based on the following:

- 1) OCB believes this measure does not embrace the spirit of collective bargaining. As cited within "Attorney General Opinions" under 89-10, HRS, the "Legislature has power to pass law increasing salaries of one unit of state employees, but it would be inconsistent with the collective bargaining law to do so. Att. Gen Op. 74-6."
- 2) The definition of Employer does not include "Legislature." Att. Gen. Op. 74-6 states "**Noticeable by its absence from the definition of "public employer" is the Legislature.** Its role in the collective bargaining process appears to be limited to reviewing "all cost items,"

including wages, the implementation of which requires an additional appropriation by the Legislature...It is apparent from the foregoing that the Legislature intended the parties closest to the employment relationship, that is, the public employer and the public employees, independently or through an exclusive representative, to negotiate in good faith a written collective bargaining agreement with respect to wages, hours and other terms and conditions of employment. Thereafter, **upon reaching agreement and upon ratification thereof by the employees concerned, all cost items, the implementation of which requires an additional appropriation by the Legislature, are to be submitted to the Legislature for approval or rejection.** Even then, however, the Legislature appears to have limited its role to approving or rejecting the cost items, “as a whole.”

- 3) The OCB also believes this measure is premature. Enacting legislation to appropriate funds for a single bargaining unit for various teacher differentials yet to be negotiated significantly diminishes the Employer’s ability to collectively bargain on the compensation of not only teachers, but all public sector employees. The OCB notes that historically, and in accordance with 89-10 HRS, cost items including wages, are submitted to the Legislature after agreement between the Employer and Union is reached and ratification by the concerned employees is complete.
- 4) The OCB believes this measure will set a precedent. Other bargaining units are aware of this measure and will be expecting the same treatment next year. Colloquially, “if you give to one you should be prepared to give to all.”
- 5) The OCB believes the costs associated with this measure will be alarming. While OCB defers to the Department of Budget & Finance with regard to the actual costs associated with items such as automatic step increases, various shortage differentials, discretionary salary adjustments, it is OCB’s opinion that the immediate costs will be significant and the recurring costs will increase exponentially.
- 6) The OCB is extremely concerned about the unintended consequences this legislation may have on current and future negotiations. For example, the 15 bargaining units may see this as an opportunity to get “two bites of the apple” by seeking items both at the collective bargaining table and through the legislature.

- 7) Finally, as currently drafted, the measure requires that a memorandum of understanding be negotiated between the exclusive representative of bargaining unit 5 and the superintendent. The OCB comments that the governor and the Board of Education should also be included as parties to the negotiation in accordance with 89-6, HRS.

Based on the above, the OCB respectfully requests that this measure be **held**. Thank you for considering our concerns and for the opportunity to testify on this measure.

DAVID Y. IGE
GOVERNOR



JOHN S.S. KIM
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

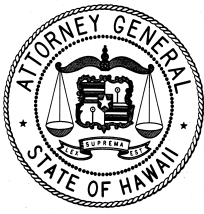
FOR: SB 2820 SD2 Relating to Teacher Compensation
DATE: March 22, 2022 at 9:00 AM
COMMITTEE: Committee on Labor & Tourism
ROOM: Conference Room 312 & Videoconference
FROM: Yvonne Lau, Interim Executive Director
State Public Charter School Commission

Chair Onishi, Vice Chair Sayama and members of the Committees:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony in **STRONG SUPPORT OF SB 2820**. This measure appropriates funds for various teacher differentials to help address various labor shortages.

The Commission appreciates the support and attention of this House committees and the Senate in ensuring that public charter schools are included in the effort to address teacher shortages.

Thank you for the opportunity to provide this testimony.



**TESTIMONY OF
THE DEPARTMENT OF THE ATTORNEY GENERAL
THIRTY-FIRST LEGISLATURE, 2022**

ON THE FOLLOWING MEASURE:

S.B. NO. 2820, S.D. 2, H.D. 1, RELATING TO TEACHER COMPENSATION.

BEFORE THE:

HOUSE COMMITTEE ON FINANCE

DATE: Friday, April 1, 2022

TIME: 3:00 p.m.

LOCATION: State Capitol, Room 308 and Via Videoconference

TESTIFIER(S): Holly T. Shikada, Attorney General,
Anne T. Horiuchi, Deputy Attorney General, or
James E. Halvorson, Deputy Attorney General

Chair Luke and Members of the Committee:

The Department of the Attorney General provides the following comments.

Section 14 of article III of the Hawaii Constitution provides, in relevant part, that "[n]o law shall be passed except by bill. Each law shall embrace but one subject, which shall be expressed in its title." The one subject expressed in this bill's title is "Teacher Compensation." However, the bill provides automatic step increases in salaries for each year of satisfactory service completed by educational assistants, principals, and vice principals, in addition to public school teachers. Consequently, the bill has multiple subjects that are beyond the scope of the single subject expressed in the bill's title, thus violating the single subject requirement of section 14 of article III of the Hawaii Constitution.

For this bill to comply with the single subject requirement, we recommend deleting the following:

- References to educational assistants, principals, and vice principals at page 7, lines 3-5; and
- References to bargaining unit (3) and bargaining unit (6) at page 7, lines 15-17 and 21.

Thank you for the opportunity to provide comments on this measure.

SB-2820-HD-1

Submitted on: 3/28/2022 3:10:48 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Mike Golojuch, Sr.	Rainbow Family 808	Support	Written Testimony Only

Comments:

Rainbow Family 808 supports SB2820. Please pass. Thank you.

Mike Golojuch, Sr., Secretary/Board Member

RE: SB 2820 SD2 HD1 - RELATING TO TEACHER COMPENSATION

FRIDAY, APRIL 1, 2022

MITZIE HIGA, LEGISLATIVE CHAIR
DEMOCRATIC PARTY OF HAWAII LABOR CAUCUS

Chair Luke, and Members of the Committee:

The Democratic Party of Hawaii Labor Caucus **supports SB 2820, SD2, HD1**, relating to teacher compensation. This bill appropriates funds for various teacher differentials to help address various labor shortages. These shortages are in the areas of special education, hard-to-staff geographic locations, and Hawaiian language immersion programs.

Recent data has shown how these differentials were effective; these differentials worked as planned!

We are even more concerned with the 5-year teacher retention drop that has only grown worse due to the additional stress due to COVID-19 with teachers not wanting to return to teach in our public schools in Hawai'i.

We need the legislature's help to end the teacher shortage crisis by funding these differentials for the hardest-to-staff positions, in special education, and in Hawaiian Immersion in our public schools, including public charter schools in Hawai'i.

To support our teachers in Hawai'i in the public school system, including charter schools, the Labor Caucus asks your committee to **support** this bill, with any suggested amendments from HSTA that regard their process for negotiations.



Committee on Finance
Representative Sylvia Luke, Chair
Representative Kyle Yamashita, Vice Chair

April 1, 2022

Dear Chair Luke Vice Chair Yamashita, and Members of the Committee,

We support SB 2820 SD2 HD1, appropriating funds for various teacher differentials to help address various labor shortages.

We support any mechanism that supports teacher recruitment, retention, and teacher satisfaction, which will ultimately benefit our students. The data from the teacher differential program shows that it has been effective in retaining teachers, especially, the special education teachers. We are pleased to see that this initiative has been effective to date.

However, we know that we have teacher shortages in many areas. Perhaps we can think about building on this strategy to address other shortage areas in the future.

Hui for Excellence in Education, or "HE'E," promotes a child-centered and strength-based public education system in which families, communities and schools are valued and empowered to help every student succeed. HE'E works to bring diverse stakeholders together to harness collective energy, share resources, and identify opportunities for progressive action in education.

Thank you for the opportunity to testify. Our support represents a 75% consensus or more of our voting membership.

Sincerely,

Cheri Nakamura
HE'E Coalition Director



Academy 21	Kamehameha Schools
American Civil Liberties Union	Kanu Hawai'i
Alliance for Place Based Learning	Kaua'i Ho'okele Council
*Castle Complex Community Council	Keiki to Career Kaua'i
Coalition for Children with Special Needs	Kupu A'e
Education Institute of Hawai'i	*Leaders for the Next Generation
*Faith Action for Community Equity	Learning First
Fresh Leadership LLC	McREL's Pacific Center for Changing the Odds
Girl Scouts Hawaii	Native Hawaiian Education Council
Harold K.L. Castle Foundation	Our Public School
*HawaiiKidsCAN	*Pacific Resources for Education and Learning
*Hawai'i Afterschool Alliance	*Parents and Children Together
*Hawai'i Appleseed Center for Law and Economic Justice	*Parents for Public Schools Hawai'i
*Hawai'i Association of School Psychologists	Special Education Provider Alliance
Hawai'i Athletic League of Scholars	*Teach for America
*Hawai'i Children's Action Network	The Learning Coalition
Hawai'i Nutrition and Physical Activity Coalition	US PACOM
Hawai'i Scholars for Education and Social Justice	University of Hawai'i College of Education
* Hawai'i State PTSA	<i>Voting Members (*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.</i>
Hawai'i State Student Council	
Hawai'i State Teachers Association	
Hawai'i P-20	
Hawai'i 3Rs	
*Hawai'i Youth Service	
Head Start Collaboration Office	
It's All About Kids	
*INPEACE	
Joint Venture Education Forum	
Junior Achievement of Hawaii	



SENATE BILL 2820, SD 2, HD 1, RELATING TO TEACHER COMPENSATION

APRIL 1, 2022 · HOUSE FINANCE COMMITTEE ·
CHAIR REP. SYLVIA LUKE

POSITION: Support.

RATIONALE: The Democratic Party of Hawai'i Education Caucus supports SB 2820, SD 2, HD 1, relating to teacher compensation, which provides automatic step increases in salaries for each year of satisfactory service completed by educational assistants, public school teachers, and principals and vice principals and increases the amount of time available to teachers for collaboration, preparation, and planning; appropriates funds for the automatic step increases and increase of time for teachers to collaborate and plan; and appropriates funds for various teacher differentials to help address labor shortages in the areas of special education, hard-to-staff geographic locations, and Hawaiian language immersion programs.

Teachers are the most important professionals in increasing student achievement. According to numerous studies, however, Hawaii's average teacher salaries are the lowest in the nation when adjusted for cost of living. A 2020 study conducted by APA Consulting on behalf of the Hawaii Department of Education found that when compared with other high-cost geographic locations, Hawaii teachers are paid \$7,700 to \$26,000 less than their peers in school districts with similar costs of living, depending on length of service.

Low teacher pay adversely impacts the State's ability to recruit and retain quality classroom leaders. According to the Hawaii Department of Education's 2021 Strategic Plan Dynamic Report, for the 2021-2022 school year, forty-nine percent of Hawaii's teachers left the profession within their first five years of service. The report further revealed that the State's teacher shortage currently stands at 886 positions overall, 230 of which are in the content area of special education.

During the severe economic recession that began in 2009 and that became known as the "Great Recession," funding was eliminated for teacher pay raises and step increases. As a result, compensation for over 6,000 teachers is \$900 to \$17,000 below what it would be if teachers' salary steps properly corresponded with their years of service. Failing to pay veteran teachers appropriately is one factor that contributes to increasing numbers of teacher retirements and resignations. According to data from the Hawaii Department of Education, 428 teachers retired during the 2020-2021 school year, a 49 percent increase from the 2019-2020 school year. To ensure that Hawaii's children are able to benefit from experienced educators, it is important to uplift the financial security of veteran teachers by guaranteeing a step raise for every additional year of public school service that they perform.

The Hawaii Department of Education, in consultation with the Hawaii State Teachers Association, implemented differential pay increases during the 2019-2020 school year to reduce teacher shortages in special education, hard-to-staff, and Hawaiian immersion teaching positions. Instituting differential pay increases led to significant progress in reducing longstanding teacher shortages in high-demand areas. Departmental data show that the percentage of special education teacher vacancies dropped by 45 percent during the 2020-2021 school year, with 43 percent more teachers choosing to move into a special education teaching line than the year before. The number of teachers choosing to work in hard-to-fill positions in rural or remote areas increased by 52 percent over the same time period, while the number of Hawaiian immersion teachers increased by 7 percent. **Providing differential pay increases in future years is critical to strengthening the State's efforts to recruit and retain high quality educators for disadvantaged and high-needs student populations.** This further demonstrates that when teachers are paid professional salaries, students—especially our most vulnerable keiki—benefit.

Kris Coffield · Chairperson, DPH Education Caucus · (808) 679-7454 · kriscoffield@gmail.com

Date: March 30, 2022

To: House Committee on Finance
Rep. Sylvia Luke, Chair
Rep. Kyle T. Yamashita, Vice Chair

From: Early Childhood Action Strategy

Re: **Support for SB2820 SD2 H1, Relating to Teacher Compensation**

Early Childhood Action Strategy (ECAS) is a statewide cross-sector collaborative designed to improve the system of care for Hawai'i's youngest children and their families. ECAS partners work to align priorities for children prenatal to age eight, streamline services, maximize resources, and improve programs to support our youngest keiki.

ECAS supports passage of SB2820 SD2 H1, which would appropriate funds for teacher differentials to help address various labor shortages.

Research shows that one of the most critical factors related to children's school success is their teacher. Hawaii, however, has suffered from chronic teacher shortages and turnover, which have only been exacerbated by the circumstances of the COVID-19 pandemic. Inadequate compensation has been identified as a primary issue in teacher recruitment and retention. The salary differentials in **SB2820 SD2 H1** are a key measure in making further progress toward fair and adequate compensation for our educators.

Teacher shortages are particularly striking in geographically hard-to-staff areas, special education, and Hawaiian language immersion education so we also urge your support of specific salary differentials for these important areas. Recent data have demonstrated that pay differentials for teaching staff can be highly effective in incentivizing and retaining teachers, particularly related to these specialized needs.

Ensuring the continuous retention of qualified teachers for critical teaching positions will positively impact students, schools, and their communities and **SB2820 SD2 H1** provides key tools in this effort.

Thank you for this opportunity to provide testimony in support of this measure.

TESTIMONY BEFORE THE HOUSE COMMITTEE ON FINANCE

RE: SB 2820, SD2, HD1 – RELATING TO TEACHER COMPENSATION

FRIDAY, APRIL 1, 2022

LAVERNE MOORE, SPECIAL EDUCATION TEACHER

Chair Luke, and Members of the Committee:

I, Laverne Moore, special education teacher at McKinley High School, speaking on behalf of the McKinley High School Special Education Department, we strongly support SB 2820, SD2, HD1, relating to teacher compensation. This bill appropriates funds for various teacher differentials to help address various labor shortages. These shortages are in the areas of special education, hard-to-staff geographic locations, and Hawaiian language immersion programs.

Online teaching has been the most challenging in our teaching career. Add to it, special education state and federal mandates, procedures, paper work, training and retraining, reevaluation, eligibility and IEP meetings makes one ask, why are we still special education teachers?

The \$10,000.00 differential is a means of adding to our high three, and we say to each other, it pays us for dealing with the hardship and mandates that are placed on special education teachers.

Our co-workers need the differential because they are starting out in their careers, have college loans, living paycheck to paycheck, working two or more jobs after school or on the weekends.

We need the legislature's help to end the teacher shortage crisis and retain our license and experienced teachers by funding these differentials for our hardest-to-staff positions, in special education, and in Hawaiian immersion.

Mahalo for the opportunity to provide written testimony on behalf of the hard-working special education teachers at McKinley High School and do support this needed legislation.



HAWAII GOVERNMENT EMPLOYEES ASSOCIATION

AFSCME Local 152, AFL-CIO

RANDY PERREIRA, Executive Director • Tel: 808.543.0011 • Fax: 808.528.0922

The Thirty First Legislature, State of Hawaii
House of Representatives
Committee on Finance

Testimony by
Hawaii Government Employees Association

April 1, 2022

S.B. 2820, S.D. 2, H.D. 1 - RELATING TO TEACHER COMPENSATION

The Hawaii Government Employees Association, AFSCME Local 152, AFL-CIO appreciates the intent but raises serious concerns over the impact of S.B. 2820, S.D. 2, H.D. 1 which provides automatic step increases for teachers, educational assistants, and administrators for each year of satisfactory service provided and appropriates funds for teacher differentials to address labor shortages for special education, hard-to-staff geographic locations, and Hawaiian language immersion programs **but respectfully insists on equal treatment for all employees in similar situations.**

First, foremost, and most importantly, we continue to assert: all matters impacting an employee's wages, hours, and conditions of employment – including step movements and salary adjustments – are constitutionally protected mandatory subjects of collective bargaining. The appropriate venue to address these matters is the negotiations process that is reserved for the employer and the exclusive representative, and not via the Legislature.

While we appreciate the inclusion of educational officers in bargaining unit 06 and educational assistants in bargaining unit 03, this proposed measure does not equally include all unit 03 DOE employees, let alone all staff positions necessary to run a school – our school food service managers, security attendants, library and health assistants, school administrative support assistants, registered nurses, clinical and school psychologists, behavioral specialists, speech-language pathologists, athletic trainers, and so many more are excluded from this legislation. Additionally, we represent thousands of employees in the Department of Education, many of whom work in hard-to-staff locations and work directly alongside special education and Hawaiian language immersion teachers, who equally deserve differential pay for the work they perform. We continue to remind the Legislature that all DOE employees play a critical role in educational excellence, as a school system is not exclusive to one profession but reliant upon a team of executives, specialists, support, and custodial staff.

Further, although the Employer has identified eleven civil service positions warranting shortage differentials for clinical psychologists, educational interpreters, engineers, occupational therapists, physical therapists, school psychologists, and speech-language

House of Representatives
Committee on Finance
S.B. 2820, S.D. 2, H.D. 1
April 1, 2022
Page 2

pathologists, among others, there continues to be a high vacancy rate and a desperate need for services. We continue to implore the Legislature to view employee retention and job satisfaction from a holistic vantage point and broaden the policy solutions to benefit all employees.

We fully recognize that from top to bottom and across every jurisdiction, your government workforce is under compensated. The concerns raised over high vacancy rates, early retirements, and staff turnover are not exclusive to one classification or bargaining unit, rather they are systemic problems that are pervasive throughout our state. We agree that a competitive salary and benefits package can address the crux of these issues, and we have proffered a variety of policy solutions for the Legislature's consideration. However, it is unconstitutional for the Legislature to directly intervene in the bargaining process by increasing the wages of select professions at the direct expense of all other employees. Elevating some classifications over others will have a devastating ripple effect across government and can result in lopsided salaries where subordinates could be compensated at a higher rate than their supervisors. The possibility of the Legislature providing additional unequal funding over and above a negotiated agreement has upended and stalled efforts to resolve contracts for other bargaining units and unfairly disadvantages those units that already settled their contracts. Collective bargaining offers a holistic approach that ensures fairness and considers universal impact.

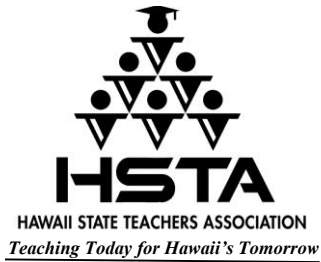
Finally, this legislation sets a dangerous precedent and infringes upon constitutionally protected rights. The Legislature is overstepping its authority by backdoor negotiations and substituting itself for the employer to resurrect, fund, and force agreement on proposals that the parties were unable to agree upon at the bargaining table.

For these reasons, while meritorious and rooted with good intent, we firmly insist that these important matters impacting wages must be bargained. Thank you for the opportunity to testify on S.B. 820, S.D. 2, H.D. 1.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Randy Perreira". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Randy Perreira
Executive Director



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Osa Tui, Jr.
President

Logan Okita.
Vice President

Lisa Morrison
Secretary-Treasurer

Wilbert Holck
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON FINANCE

RE: SB 2820, SD2, HD1 – RELATING TO TEACHER COMPENSATION

FRIDAY, APRIL 1, 2022

OSA TUI, JR., PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Luke, and Members of the Committee:

The Hawaii State Teachers Association **strongly supports SB 2820, SD2, HD1**, relating to teacher compensation. This bill appropriates funds for various teacher differentials to help address various labor shortages. These shortages are in the areas of special education, hard-to-staff geographic locations, and Hawaiian language immersion programs.

To fund these differentials, we calculate these amounts, based on Gov. Ige's supplemental budget, would be about \$32.5 million for BU 5 members at the DOE and, by our estimates, \$2 million for BU 5 members at our public charter schools.

Recent data has shown how these differentials were effective; **these differentials worked as planned! According to the department's own data**, the number of teachers transferring into special education positions for the upcoming 2020–21 school year actually increased by 29 percent over the previous school year, while the number of teachers who left SpEd positions decreased by 57 percent. Nearly twice as many educators transferred into hard-to-staff schools for next school year compared to last, while the differentials led to a 41 percent decrease in those leaving hard-to-staff locations.

In Hawai'i, teacher turnover is high, it is not just our new teachers leaving, and the number of teachers leaving continues to rise. Chronic teacher turnover, in turn, forces the department of education to rely on emergency hires and long-term substitute teachers, who are not licensed teachers, to fill vacancies resulting in thousands of students each day in a class without a licensed teacher. Our teacher shortage problem is further clarified in the DOE's 2020-21 Employment Report, which shows that teacher voluntary separations increased from 961 for SY2019-20 to 1,199 for SY2020-



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Logan Okita.
Vice President

Lisa Morrison
Secretary-Treasurer

Wilbert Holck
Executive Director

21, an approximate 25% increase. When looking only at retirements, the numbers went from 287 to 428 over the same time period – a 49% increase!

The 5-year teacher retention drop in 2020-2021 may be indicative of the effects of COVID-19 with teachers not wanting to return to teach in our public schools in Hawai'i after the 2019-2020 school year. We continue to worry that a more difficult 2021-22 school year for all school staff will result in an even larger drop once the 2021-22 data becomes available. Coupled with a likely increase in retirements and other separations from the Department, it would go a long way towards retaining educators to fund these differentials to retain our licensed teachers.

Data from the 2020-21 school year shows that only 51 percent of teachers remained in the Hawaii DOE five years after hire. In addition, about 1,000 long-term substitutes and emergency hires filling vacancies in classrooms are not graduates of a state-approved teacher education program. In fact, some of those subs and emergency hires are not even college graduates.

Finally, we agree with OCB testimony that amendment should be made on who to negotiate with for non-charter schools. Instead of just negotiating with the superintendent, the language should also reflect negotiations take place with the Board of Education and the governor, too.

We need the legislature's help to end the teacher shortage crisis by funding these differentials for our hardest-to-staff positions, in special education, and in Hawaiian immersion.

To take care of the needs of our hardworking public school teachers, and to provide our keiki with the quality education they deserve, the Hawaii State Teachers Association asks for your **strong support** of this bill.



Hawai'i
Children's Action Network Speaks!
Building a unified voice for Hawai'i's children

To: Representative Luke, Chair
Representative Yamashita, Vice Chair
House Committee on Finance

Re: **SB 2820 SD2 HD1, Relating to teacher compensation**
3:00 PM, April 1, 2022

Chair Luke, Vice Chair Yamashita, and committee members,

On behalf of HCAN Speaks!, thank you for the opportunity to **testify in support of Senate Bill 2820 SD2 HD1, relating to teacher compensation.**

Hawai'i has been in a perpetual teacher shortage. Across the entire spectrum of a child's education, we are understaffed. Hawai'i needs an additional 5,000 educator for children ages 0-18.¹ While we have made improvements in recruiting and retention efforts, we have not seen the improvements we need.

We believe that all educators should be compensated fairly for their education, experience, and skill set. The pay differentials proposed in the bill will help us close the gap in the teaching professionals we need and our children deserve. A report commissioned by the Department of Education found that for both retention and recruitment, salaries were considered a negative impact.² These are similar findings from the early care and learning workforce that also attributed compensation as the leading factor in people leaving or joining the workforce.³ We need to invest in the people educating, caring, and supporting for our children.

Additionally, the legislation also seeks to address the shortage in special education and Hawaiian immersion language programs. The funding would correct inequalities in access and availability of programs for our state public education system.

For these reasons, HCAN Speaks! respectfully requests the Committee to support this measure.

Thank you,
Kathleen Algire
Director of Early Learning and Health Policy

¹ Combining DOE teacher shortage and 4,000 early care and educator shortage

² Augenblick, Palaich and Associates, 2020, *Hawaii Teacher Compensation Study and Recommendations*,
<https://www.hawaiipublicschools.org/DOE%20Forms/OTM/Hawaii%20Teacher%20Compensation%20Study%20and%20Recommendations,%20Final%20Report%201.20.2020.pdf>

³ Good Beginnings Alliance. 2004. *Who Cares for Hawai'i's Keiki in Centers? The Hawai'i Early Childhood Workforce Study*. Honolulu, HI Executive Office of Early Learning, 2019, *Quality Workforce Development and Supports: PDG B-5 Needs Assessment*. <https://earlylearning.hawaii.gov/wp-content/uploads/2020/08/Pre-2019-Needs-Assessment-Summary-for-Quality-Workforce-Supports-and-Development-SIP.pdf>
DeBaryshe, B.D., Bird, O., Stern, I., & Zysman, D. (2017). Hawai'i early learning needs assessment. Honolulu: University of Hawai'i Center on the Family. https://uhfamily.hawaii.edu/sites/uhfamily.hawaii.edu/files/publications/HIEarlyLearningNeeds_Sum_2017.pdf



S E A C
Special Education Advisory Council
1010 Richards Street Honolulu, HI 96813
Phone: 586-8126 Fax: 586-8129
email: spin@doh.hawaii.gov
April 1, 2022

**Special Education
Advisory Council**

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nity*

Amanda Kaahanui, Staff
Susan Rocco, Staff

Representative Sylvia Luke, Chair
Committee on Finance
State Capitol
Honolulu, HI 96813

RE: SB 2820, SD 2 - RELATING TO TEACHER COMPENSATION

Dear Chair Luke and Members of the Committee,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act (IDEA), **strongly supports** SB 2820, SD 2 which appropriates funds for pay differentials for hard to fill teacher positions, including special education teachers. Pay differentials for classroom teachers in special education was first instituted in January 2020 as a means of addressing a decades-long chronic shortage of qualified teachers for the most vulnerable student population. All evidence has pointed to the fact that this program has been highly effective in recruiting and retaining qualified special education teachers over the past two years. Providing stable funding for these pay differentials is far less costly in the long run than the disruption to teacher recruitment, teacher retention, and above all student performance should these pay differentials be discontinued.

SEAC is also in support of instituting automatic step increases in salaries for educational assistants (EAs) and all classroom teachers. Special education EA vacancies have been as high as 40% in recent years, significantly impacting supports to students with more significant disabilities. Consistent pay raises for both EAs and classroom teachers will help to retain qualified teachers and paraprofessionals and enable more inclusive placements for students with IEPs.

Mahalo for this opportunity to submit testimony in support of SB 2820, SD 2.

Respectfully,

Martha Guinan
Chair

SB-2820-HD-1

Submitted on: 3/31/2022 10:49:07 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Larry Veray	Pearl City Neighborhood Board Chair	Support	Written Testimony Only

Comments:

Strong support for this bill so important to our teachers.

SB-2820-HD-1

Submitted on: 3/28/2022 6:42:39 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Brian Hart	Individual	Support	Written Testimony Only

Comments:

Aloha

My name is Brian Hart. I am a tenured special education teacher who has been teaching in Hawaii for 12 years. I fully support the continuation of pay differentials for special education and hard to staff areas because I see first hand how important this funding is for our schools and students. This additional funding allows me to provide the needed supplies in the classroom for our kids as well as be able to afford to live in Hawaii. The high cost of living makes it almost impossible to continue to live and work here in Hawaii. The pay differential has made a huge impact to my ohana and is one of the reasons I chose to remain in this line of work. Please continue this funding for our kumu! Mahalo!

Brian Hart

SB-2820-HD-1

Submitted on: 3/28/2022 7:19:14 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Nicole Ilae	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee:

I am submitting testimony in support of Senate Bill 2820. I am currently a teacher at Olomana School, which is a hard to staff school. Our students need teachers who build relationships with them. They need teachers they can trust. Because most of our students have dealt with some sort of trauma, it is difficult to teach them the standard curriculum. Along with the standard curriculum, we teach a lot of SEL (social emotional learning). Our students are fragile and need to learn basic social emotional skills before even thinking about a traditional curriculum. The teachers at hard to staff schools are bending over backwards trying to help these students. **Please continue to support SB2820.**

SB-2820-HD-1

Submitted on: 3/28/2022 7:25:57 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Jannalyn Igarashi	Individual	Support	Written Testimony Only

Comments:

As a teacher, I support this bill.

SB-2820-HD-1

Submitted on: 3/28/2022 7:32:28 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Irene Barber	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Luke, Vice Chair Yamashita and members of the Committee,

I am submitting testimony in support of SB 2820, SD 2, HD 1.

I have been a dedicated public school teacher on Hawaii Island for 30 years, currently in the Kea'au-Ka'u-Pahoa district. I am asking your support for SB 2820 to fund the differentials for hard to fill districts such as this one. As you know, attracting and maintaining highly qualified, experienced teachers for classrooms in rural and poverty stricken areas is essential to give our keiki the education they deserve. Filling vacant teachers positions is a real and dire necessity in the Department of Education and there just aren't enough substitute teachers to fill these vacancies. Keeping highly qualified, experienced teachers in the classrooms is absolutely necessary in hard to fill areas.

Please vote in support of SB 2820, SD 2, HD 1 to attract and keep qualified and experienced teachers in our schools, and to uphold our commitment to educate the children of Hawaii.

Thank you,

Irene Barber

REPRESENTATIVE SYLVIA LUKE, CHAIR
REPRESENTATIVE KYLE T. YAMASHITA, VICE CHAIR
COMMITTEE ON FINANCE

Senate Bill 2820, SD2, HD1

Friday, April 1, 2022

3:00 PM, House Conference Room 308

IN SUPPORT OF SENATE BILL 2820

My name is Dari Shim. I am a special education teacher with the Department of Education, currently teaching at Ali`iolani Elementary School.

I am presenting testimony in favor of Senate Bill 2820, SD2, HD1 – RELATING TO TEACHER COMPENSATION, specifically to secure the appropriation of funds for differentials currently in place for special education, Hawaiian language immersion, and geographically hard-to-fill areas.

I am married. My husband is permanently disabled, we have a special needs daughter, and I am the primary provider in my family. I am in my third year as a licensed Special Education teacher. Prior to becoming a Sped teacher, I worked in the DOE classroom setting for 9 years – first as a skills trainer, then educational assistant while also working 2 to 3 jobs, including co-owning a successful floral business. In order to manage the chronic health and behavioral needs of a child and adult with special needs, working 2 to 3 jobs was not a choice. I have been working since I was 16 and for the majority of my adult life, I have always had at least 2 jobs -- in order to stay in Hawai`i and survive financially in Hawai`i's high cost of living.

I am an intelligent woman with 3 college degrees, have worked in management and administrative positions, including 2 years at the Hawaii State Legislature, co-owned a successful floral business, and have been a Special Olympics coach for the past 17 years. My point is I work very, very, very hard. When the differential was given to Sped teachers, I was elated that I could quit my second job and pour my heart and soul into the success of my students and a career I love. (A job in the restaurant industry, that by the way, I made as much in (12) 4 hr. days as half of my teacher's salary.) Taking away the differential will place an extreme financial hardship on myself and my family. My resolve would be to take on another job. I love being a Sped teacher. My job as a teacher isn't even close to just 8 hours/day. I work until midnight and most weekends planning and preparing for the constant changing strengths and needs of every single one of my students. A second job would place a heavy burden on my ability to provide the best my students deserve.

My principal, colleagues, parents, and students would attest, I pour my heart and soul into my classroom and the results are reflected in the improvement of their behaviors and their academic growth.

Besides teaching, I also started and lead a weekly staff cohort called Aloha Response based on the foundations of ALOHA, aligned not only to the DOE's Nā Hopena A`o (HĀ) framework, but also aligned to HRS Section 5-7.5 – The “Aloha Spirit” law, which my father Alvin Shim wrote. Aloha Response has become an integral part of successful teacher collaboration and empowering students and families. I/We are in accordance with HRS Section 5-7.5. As leaders of our state and on behalf of the educators, you have a responsibility and obligation to give consideration to the HRS Section 5-7.5 and act accordingly to do what's right.

I implore you, please secure the appropriations of funds to maintain the differential in place and pass Senate Bill 2820, SD2.

Senator Kidani, Senator Mercado Kim, please maintain the shortage differential for teachers in special education, Hawaiian language immersion programs, and hard-to-staff geographical areas.

Mahalo for your time,

Dari Shim Special Education Teacher
Ali`iolani Elementary School
KMR Complex, Honolulu District of O`ahu
d_kshim@yahoo.com

SB-2820-HD-1

Submitted on: 3/28/2022 7:44:28 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kalelani Ogata	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee. I am submitting testimony in support of Senate Bill SB 2820, SD2 relating to teacher compensation (teacher differentials). I am a teacher in the Honolulu district who has been teaching for over 20 years in special education. I am so thankful for the differential pay I am currently receiving. It has helped my family and honestly, it has kept me teaching in SPED and teaching period. Teaching special education is very difficult and physically/emotionally taxing with all of the paperwork, meetings, and dangerous student behaviors...I had one foot out the door before the differential passed. The differential saved me. Please continue the differentials for SPED, Hawaiian Emersion, and Hard to Staff locations. The increased pay is doing what it is supposed to. It is keeping and attracting qualified teachers into these positions that no one else wants. Please vote in support of Senate Bill SB 2820. Thank you for the opportunity to testify.

SB-2820-HD-1

Submitted on: 3/28/2022 7:47:37 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Rebecca Kapolei Kiili	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Luke, Vice Chair Yamashita and members of the Committee,

My name is Rebecca Kapolei Kiili and I **strongly support** SB 2820 SD2, HD1 relating to teacher differentials. As a Kaiapuni teacher for 17 years, I know first hand how hard it has been to fill teacher vacancies with qualified teachers who are dedicated to public education for the Hawaiian Language Immersion Programs (HLIP) across the state in both DOE and Charter schools. This is one of the main reasons that I chose to work in this program and stay for as long as I have. Without qualified HLIP teachers, equitable access is denied to families who wish to choose this educational pathway for their children.

When the Kaiapuni differentials were first piloted, there were no vacancies on the island of Maui for the first time in history. The differentials filled the needs of our community with qualified teachers and also created a healthy competitiveness to these positions ensuring that the most qualified candidates were chosen. In the past, sometimes these positions would be filled by folks that spoke the language, but lacked any formal teacher training and/or credentials. Most times, these positions remained unfilled for many, many years. Differential pay attracted and retained highly qualified teachers into the vacant positions.

Differential pay provides a mechanism to offset the fact that Kaiapuni teachers have to work with less resources because Hawaiian language curriculum is not readily available to schools like English language resources. This means that Kaiapuni teachers have to spend a great deal of effort and time either translating or creating curriculum entirely on their own time beyond the normal work day. Despite bringing this issue forward to the BOE and HIDOE for many years, there is no long term sustainable solution for Kaiapuni teachers, schools, and programs yet. Kaiapuni teachers have not been compensated for these additional hours of work. Therefore, differential pay is necessary to increase the equity between all public school teachers, Kaiapuni and mainstream.

Kaiapuni high school teachers have also faced barriers to maintaining their status as highly qualified after the NCLB law was passed. I am one of those teachers who was deemed non-highly qualified because the federal and state policies were not aligned. I was required to prove that I was highly qualified despite having two Bachelor of Arts degrees, one Master's degree, and three state approved licenses through the HTSB. I have paid for Praxis exams, fees for National

Board Certification, and other courses to meet the highly qualified status which again is an additional cost to Kaiapuni teachers. None of these expenses were reimbursed through the HIDOE or the federal government. How is it fair that Kaiapuni teachers continuously get penalized because of policy? This is unacceptable and discouraging.

Differential pay is one way to address these issues. It will retain highly qualified teachers and prevent further vacancies within the department. Please pass, support, and fund SB2820 SD2, HD1.

Thank you for the opportunity to testify.

Mahalo,
Rebecca Kapolei Kiili
Maui

SB-2820-HD-1

Submitted on: 3/28/2022 8:03:38 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Susan Fryxell	Individual	Support	Written Testimony Only

Comments:

To Whom It May Concern:

I support this bill as this would make sure funding is secured for the shortage differentials currently in place for special education, Hawaiian language immersion, and geographically hard-to-fill areas.

Susan Fryxell

SB-2820-HD-1

Submitted on: 3/28/2022 8:09:28 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Elizabeth Laliberte	Individual	Support	Written Testimony Only

Comments:

Dear Legislators,

I'm taking the time out of my evening, once again, to ask you to compensate teachers equitably. I'm not sure how many other professions require those doing the job to repeatedly explain why they should make a (barely) liveable salary. Do legislators need to do that?

Well, putting aside my pride here are a few not-personal reasons why it would be smart to keep the differential in place. One is the cost of living has skyrocketed over COVID. Also, it is a tight labor market and new teachers are not flocking to the profession. Lastly, there are many experienced, highly qualified teachers in Sped and other hard to fill areas that are feeling burnt-out and questioning whether it's worth it to stay on longer. If schools can't fill vacant Sped positions with qualified teachers they are going to rely on long-term subs, who cannot write IEPs, be case managers or do other Sped duties. This burdens the remaining teachers who must do more, increasing their workload, etc. Not to mention the negative impact on students of not being taught by an experienced, highly qualified teacher. Sped students are already well behind their peers in academic skills and this achievement gap only worsens in schools with high staff turnover and many long-term subs.

Please continue the differentials. They are working to retain qualified teachers. Hawaii already has a big enough shortage. Not passing this bill will make it worse.

Sincerely,

Liz Laliberte, Hilo

SB-2820-HD-1

Submitted on: 3/28/2022 8:25:18 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kari A Handley	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and Committee Members,

My name is Kari Handley, and I am a Teacher of the Deaf/Hard of Hearing at Lehua Elementary School in Leeward district on Oahu.

I was over the moon when the state passed the special education differentials in December of 2019. You see, I am a teacher of the Deaf/Hard of Hearing. There is ALWAYS a shortage of us, so much so that the DOE has partnered with UH to provide a stipend for any teacher who wants to go into this special field. They are offering to pay the cost of tuition for a graduate level program at the University of Northern Colorado to achieve a Masters in Special Education with an emphasis on the Deaf/Hard of Hearing. Fantastic! The problem? Well, since I am already a teacher of the Deaf/Hard of Hearing, I don't qualify for the stipend. So, if I want to pursue higher education and better myself as an educator through this program, I have to pay for it myself. The answer to this, and not having to go into further debt, was the differential. The special education differential is helping to pay the cost of my tuition for this program.

If this differential is discontinued, I will not be able to finish this graduate program that I have started, that I am being forced to pay for out of pocket, and also may not be able to stay in Hawaii, meaning my position will be vacant, with not many able to fill it. Who will work with my students of this unique specialty? Who understands their diverse needs? Clearly the DOE sees this as a need, as they have created this opportunity. Please continue to fund the differentials and support SB2820 SD2 HD1 so that the need for special education teachers, especially teachers of the Deaf/Hard of Hearing, doesn't become greater!

Thank you,

Kari Handley

Lehua Elementary School

SB-2820-HD-1

Submitted on: 3/28/2022 8:32:26 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Phillippe Rivera Fernandez-Brennan	Individual	Support	Written Testimony Only

Comments:

[COMMITTEE ON FINANCE](#)

DATE: Friday, April 1, 2022

TIME: 3:00 p.m.

VIA VIDEOCONFERENCE

Conference Room 308

PLACE:

State Capitol

415 South Beretania Street

March 28, 2022

Dear Chair Luke, Vice Chair Yamashita, and members of the Committee:

I am sending testimony in strong support of Senate Bill 2820, Relating to Teacher Compensation.

My name is Phillippe Fernandez-Brennan and I was born in Honolulu and grew up in Kāneʻohe. I have also taught in Hawaiʻi public schools for the past 8 years and currently teach at Roosevelt High School in the Honolulu District. I am a PhD student in Education: Curriculum and Instruction at the University of Hawaiʻi at Mānoa (UHM), member of the UHM College of Education Tinalak Council and council member of the College of Education Doctoral Students Association (COEDSA). I am testifying as an individual and do not represent the University of Hawaiʻi nor the Hawaiʻi Department of Education.

I strongly support SB 2820 because teachers are vital members of our community and we need highly qualified teachers in the classroom. I teach and work in the community that I live in and every year I contemplate if I should leave the teaching profession because although I know how important it is to have local teachers represented in the classroom in Hawaiʻi, expenses are making it difficult to remain in the profession.

I have heard numerous stories from my teacher colleagues telling me about their struggle to pay their rent or mortgage, student loans, children's expenses, medical bills, and day-to-day expenses. They also share with me their struggle to have energy during the day in the classroom because of the multiple jobs they need to have in addition to their full-time teaching careers just to make ends meet. Many of us have graduate degrees and have worked hard to take graduate classes and professional development courses (PDE3) to earn a livable wage. Every year, that livable wage seems to increase while teacher pay has remained historically stagnant and does not keep up with inflation or cost of living in Hawai'i. Teachers are stressed and undervalued.

Teachers need to be compensated like any other profession. Teachers are the foundation to a society and education is the foundation to a successful democracy. The legislature needs to make it a priority to support teachers and prevent the worst teacher shortage in recent history. Without a livable wage, teachers will leave the profession.

Please vote in support of Senate Bill 2820, Relating to Teacher Compensation.

Thank you for the opportunity to testify.

Sincerely,

Phillippe R. Fernandez-Brennan

SB-2820-HD-1

Submitted on: 3/28/2022 9:26:33 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Karen Veriato	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Luke, Vice-Chair Yamashita, and Committee Members,

I strongly support SB-2820, SD2, HD1. I work at Na'alehu Elementary School, a hard-to-fill, rural school in the Ka'u District of Hawai'i Island. The differential encouraged one SPED teacher to work one more year prior to retirement. The differential has also helped maintain a solid teaching staff. We normally have a high turnover rate. Please continue funding the differentials by supporting the passage of SB-2820, SD2, HD1.

Thank you for this opportunity to testify.

Karen

SB-2820-HD-1

Submitted on: 3/28/2022 9:27:06 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Erin Mendelson	Individual	Support	Written Testimony Only

Comments:

Dear State Legislators,

Thank you for prioritizing students, teachers, and schools. At the end of my workday, I can say that I made a difference. Today, I spoke with a student about making better choices and devised an action plan with him. In our fourth quarter, I can say that our classroom functions like a family. We take care of each other, learn from each other and rely on each other. If we have learned anything from the pandemic, we learned that schools play a bigger role in our communities than most of us used to assume. Schools can be hubs of learning, provide essential services and create a sense of place for our communities. If we prioritize education, we are planning for our futures.

Thank you,

Erin Mendelson

Special Education Teacher

SB-2820-HD-1

Submitted on: 3/28/2022 9:49:04 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Tammy Holt	Individual	Support	Written Testimony Only

Comments:

Dear Chair Luke, Vice Chair Yamashita and members of the Committee,

My name is Mrs. Tammy Holt and I am writing in support of SB 2820 SD2, HD1

Special education, hard-to-staff and Hawaiian Immersion teacher salary differentials are an invaluable resource to teachers who spend personal time, money, and resources to create individualized teaching resources that cannot be bought. Hard to staff areas often require extra time to commute to and from thus costing gas money and wear and tear on personal automobiles.

Furthermore, Hawaiian Immersion teachers and schools must be supported. As educators, we must perpetuate the Native Hawaiian language and culture. In doing so, we are creating learning spaces and relationships where students of Native Hawaiian culture will be supported as stewards of this land, culture, language and home.

Regarding Special education, as a general education kindergarten teacher, I can attest to the fact that many students come to kindergarten with undiagnosed learning disabilities, gross and fine motor skill impairment, and behavioral issues. These children are in immediate need of special education services and are often forced to wait long periods of time before their eligibility is determined. We need to retain experienced, knowledgeable special education teachers as it is crucial for young children to receive much needed special education services as soon as possible. The longer a student is the recipient of quality special education services, the better their life and their learning will be. The long term effects of quality specialized early education are well documented and proven.

Please, let's continue these salary differentials so that our students can be recipients of quality education provided by highly qualified teachers.

Mahalo for allowing me to testify in support of SB 2820 SD2, HD1

SB-2820-HD-1

Submitted on: 3/28/2022 9:55:20 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Calvin Nakano	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Luke, Vice Chair Yamashita and members of the Committee,

I am supporting a testimony in support of Senate Bill 2820.

I have been teaching for the last 28 years for the State of Hawaii in the DOE and in the Charter School, Ka Waihona o ka Na‘auao. Most of my 28 years have been on the Waianae Coast with a little stint of 3 years in town. It has been a very rewarding professional teaching my students computers, video production and now special education.

After seeing my colleagues in Special Education getting a \$10,000 incentive to be in the position they were in, I decided to research on how I could get certified to teach Special Education in the State of Hawaii. I learned that I would have to study and pass a Praxis exam in Special Education. So in the summer of 2020, I purchased a book from one company and from another company I purchased flashcards to study for this exam. I studied every single day for hours. When I was ready, I purchased a practice exam that I could take online. It was a grueling summer from morning to evening trying to learn the laws, and methods to teach Special Education. The day came to take the test and to my astonishment I Passed! Dedication and determination really paid off.

The \$10,000 was my incentive to make the change from teaching video production to Special Education. I am glad that I made this decision despite many of my colleagues who discouraged me and who are adamantly reluctant to teach Special Education due to the many stories attached to it; endless paperwork and meetings, difficult behavioral students, long hours and did I say, tons of paperwork?

May I ask that you support Senate Bill 2820 for the many teachers who were encouraged to switch from teaching in their general education field to special education because of the monetary incentive. Without the passing of this bill, I can see an increasing larger gap that will never get filled as teachers will not be encouraged to become Special Education teachers, or may leave their position and go back to their general education position.

Please support Senate Bill 2820..

Mahalo nui loa for allowing me to testify and for your dedication to serve us all in our beautiful Hawaii nei.

Calvin

SB-2820-HD-1

Submitted on: 3/28/2022 10:56:41 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Leinaala Kealoha	Department of Education	Support	Written Testimony Only

Comments:

I highly support this bill, as I am a Native Hawaiian and a tenured Public School teacher.

SB-2820-HD-1

Submitted on: 3/28/2022 11:41:59 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Dawn LW Shiota	Individual	Support	Written Testimony Only

Comments:

Aloha,

My name is Dawn Shiota and I am a 24 year veteran Educator with the Hawaii Department of Education. I am not receiving these differential incentives but I am writing to support my colleagues who are in these difficult to staff positions.

Please support SB2820 SD2 HD1 bill to recruit and retain highly qualified teachers that are desperately needed to educate students with Special Needs, Hawaiian Language Immersion programs and students in areas that it is challenging to fill [hard to fill] due to the locations of the schools.

These educators spends so many hours after the work day to plan curriculum / translate curriculum or progress monitor or develop specialized Individual Education plans. There is a shortage Nationwide for these teaching positions, so I urge you to continue with these differentials to retain and recruit teachers. Mahalo for reading my testimony.

Sincerely, Dawn Shiota

SB-2820-HD-1

Submitted on: 3/29/2022 7:51:00 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Brenda Palumbo	Individual	Support	Written Testimony Only

Comments:

I chose to teach on Lana'i because of the atmosphere of community but I could not go on living here without the differential provided as the cost of living here is just too prohibitive. I have been a teacher in the HIDOE for almost 20 years and find no greater joy in life than teaching but as much as it pains me to say this, I would have to leave Lana'i and my students if the differential was not provided. Please pass SB2820 SD2 HD1.

SB-2820-HD-1

Submitted on: 3/29/2022 8:25:42 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Liz Noetzel	Individual	Support	Written Testimony Only

Comments:

3/28/22

Aloha, Chair Luke, Vice Chair Yamashita, and members of the Committee:

I am writing to submit testimony in support of Senate Bill 2820, SD2, HD1.

I am a teacher at Waikoloa Elementary and Middle School, which is considered a hard-to-staff area. As such, we receive a \$5000 differential. This differential has made it possible for me to pay for my daughter's college tuition without either of us having to take out a student loan. She is about to graduate but has applied to graduate school, and depending on which school she chooses, I anticipate continuing to pay a ridiculous amount of money in tuition and expenses. Although \$5000 may not seem like a large amount to some, it has made a tremendous difference in our lives because it has kept us from having to go into student loan debt.

I'm sure there are many stories out there from teachers who receive this differential pay, and while each person's scenario is different, the bottom line is that any extra money in our paycheck helps us as families living in the country's most expensive state, but it also allows us to put money BACK into the economy because we have more expendable income. It really is a win-win situation if this differential continues.

Teachers have never worked harder than we currently are, and I truly believe that if our paychecks are reduced during a time when our workload has quadrupled, we will indeed lose educators when we most need them. We have already lost several teachers at my school this year, can you imagine how many more we will lose if the salary is reduced?. It is imperative that our paychecks are not reduced and that the shortage differentials continue to receive funding.

Please support SB2920, SD2, HD1, and thank you in advance for caring for Hawaii's teachers!

Elizabeth Noetzel

7th Grade ELA teacher

Waikoloa Elementary and Middle School

SB-2820-HD-1

Submitted on: 3/29/2022 8:55:29 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Mara C Carlson	Individual	Support	Written Testimony Only

Comments:

Good Morning,

I am writing to share my personal testimony on the Special Ed differential pay. I first want to start with the positive effects it has had on my life. Before the differential pay I was working two jobs. Teacher by day and waitress at Marco's in Kahului. I had waitressed for six years. Five of them while I was teaching at the same time. It was hard work but it was the only way I could afford to live on Maui. My dream was a small "American dream". It was to be a teacher, mother and buy a condo on Maui. Because of the Special Ed difference pay I was able to quit my part time job and have a baby. I also bought my little fixer upper condo in Wailuku April of 2021 with a 3% down payment. My son is now a year old, I own a condo and I no longer work a part time job. Because of this pay raise, in a sense, my dreams have come true.

If the Special Educational differentiation ended I would have to consider selling my condo and moving to the mainland where house and living expenses are more affordable. I don't want to do this. I love my students here at KKHS. I am connected to the community and love coming to school and helping my students that are at risk and need my support. I have lived on Maui over eight years and Big Island for two prior. I have made it my home. Please consider keeping the pay differentiation as I would no longer be able to afford it here otherwise.

Also the workload of a Sped teacher has changed over the past few years. My caseload is 17 students and I do spend many hours outside of the 40 hour work week, preparing meetings, drafting IEPs, communication with teachers, parents, students, and admin, grading, planning, creating new lessons, improving the old lessons, ect. I have never been so busy or worked so hard as a teacher. However I justify it with the extra pay. Without it I would have a bad attitude and be bitter. With the extra pay, the extra work, I can validify it with the pay compensation. I am an Inclusion teacher to four teachers and I have three preps, U.S. History, Marine Science and 11th grade English. Again, I have never worked so hard. I could not continue to do what I am doing now without pay compensation.

Thank you for your time,

Mara Carlson

SB-2820-HD-1

Submitted on: 3/29/2022 10:22:20 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Katrina Karl	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Luke, Vice Chair Yamashita, and members of the committee,

My name is Katrina Karl and I am a teacher at Waipahu High School. I am submitting testimony in support of SB2820. As a special education teacher, the differential pay I've been able to receive has been immensely helpful and even allowed me to save enough to become a first-time homeowner. I urge you to pass this bill to support teachers with the unique challenges of these positions, and attract and retain more teachers in these roles.

Katrina Karl

SB-2820-HD-1

Submitted on: 3/29/2022 12:19:02 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Vanessa Lariosa	Individual	Support	Written Testimony Only

Comments:

Please support teacher differentials for Geographically hard to staff areas and Special Education teachers because these are the areas that our educators seem to need more support in. Many educators do not want to work in these specific areas, because the pay is not worth the hard work and dedication that is needed. Who wants to work at a school or in a specific area with the exact same pay as someone that doesn't have to deal with the struggles faced in these specific areas? If differentials were given for educators in these areas, then more teachers would think twice about working in these areas.

SB-2820-HD-1

Submitted on: 3/29/2022 12:37:52 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Uluhani Waialeale	Individual	Support	Written Testimony Only

Comments:

Welina ke aloha,

‘O au nō ‘o Uluhani Waialeale no ka ‘āina wehiwehi o Moloka‘i nui a Hina. He kumu au ma ke Kula Kaiapuni o Kualapu‘u a a‘o au i ka Papa ‘Ekahi. I am testifying today in support of Bill SB2820 SD2 HD1 to fund classroom teacher shortage differentials for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language programs.

As a Hawaiian language immersion teacher living in a hard-to-staff geographical location, I have witnessed the many challenges and struggles of teacher shortages in our own Hawaiian language immersion program as well as throughout the entire island. We have 1 Hawaiian language immersion program on Moloka‘i and still it has been very difficult to recruit and retain highly qualified teachers for our students. I have taught many years of combination classes with classroom sizes of up to 31 students.

Teaching in a Hawaiian language immersion program can require double or even triple the workload of your average teacher in a regular English classroom. We spend countless hours, days, nights and weekends translating curriculum, books, resources, and prepping many other resources that are not always readily available in Hawaiian language. The amount of time, work and energy we put into our Hawaiian language immersion program can feel so overwhelming, burdensome and endless.

We continue to do what we do because of our aloha, commitment and passion to perpetuate our mother tongue here in Hawai‘i. E ola ka ‘Ōlelo Hawai‘i!!! The work is hard and the days are long, but we love what we do and we will continue to do whatever it takes to provide quality instruction and education for our keiki in the Hawaiian language immersion program. The shortage differential was the first time that we have ever been compensated or recognized for doing any additional duties, responsibilities and time worked. This extra compensation has been a blessing and answered prayer to help us in our financial struggles in order to make ends meet for our families. Ending this extra compensation would be devastating to all of us who are already working 2 or more jobs to support our families.

Moloka‘i has one of the highest costs of living in the state of Hawai‘i and we pay double or even triple the price of goods, services and other important necessities. Paying almost \$6.00

for gas or over \$12.00 for milk can leave a huge hole in your pocket and the struggle is very real for many families on our island. Our stores have raised the price many times for products and groceries due to the rising cost of the shipment and the barge. Without any extra compensation for living in a hard-to-staff geographical location, it will be almost impossible to end teacher shortages on our island.

In closing, I humbly request your support to continue funding our teacher differentials so we can continue the quality of education our keiki deserve and to help us end our teacher shortages in these special programs and hard-to-staff geographical locations. Mahalo palena 'ole i ko 'oukou ho'olohe 'ana mai i ko'u mau mana'o kākō'o i kēia lā. Thank you so much for this opportunity to testify. I humbly ask you to please vote in support for Senate Bill 2820 SD2 HD1. A hui hou kākou ma ka wā kūpono a ke Akua pū.

'O wau iho nō me ka ha'aha'a a me ke kākō'o mau,

Uluhani Waialeale

Kualapu'u Public Conversion Charter School

Ke Kula Kaiapuni O Kualapu'u

Moloka'i, Hawai'i

SB-2820-HD-1

Submitted on: 3/29/2022 12:51:32 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Heather Baraka	Individual	Support	Written Testimony Only

Comments:

Dear Chair Luke, Vice Chair Yamashita, and members of the Committee,

I am submitting testimony in support of Senate Bill 2819. My name is Heather Baraka and I am a Special Education teacher in Kona. The cost of housing has risen by \$500 a month here in Kona. Teachers will not be able to afford to live here at their current salary. This will have a negative effect on the children of Hawai'i. I currently receive the differential for SPED and hard to staff areas. If I were to lose that, I would not be able to afford to live here. Paying a fair wage for my experience may convince me to stay teaching a few more years, preventing the teacher shortage crisis from getting worse. Please vote in support of Senate Bill 2819.

Thank you for the opportunity to testify

Heather Baraka

SB-2820-HD-1

Submitted on: 3/29/2022 2:12:41 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Tiffany Tawata	Individual	Support	Written Testimony Only

Comments:

Aloha, My name is Tiffany Tawata and I am a third-grade teacher at Pearl Ridge Elementary. I have been teaching for 19 years and I absolutely love my job. I am asking that you continue the shortage differentials. My co-teaching partner is a special education teacher and I can see first hand how much extra time it takes for her to complete paperwork required for her IDEA students. She deserves to be compensated.

When I first became a teacher, I taught in Nanakuli and I truly loved the people and community the 3 years that I was there. I would have stayed at Nanaikapono, however the gas and time it took to get to and from work was too much. I lived in Hawaii Kai at one point and eventually moved to Kapolei to manage the commute. I currently live in Aiea and would transfer back to Nanaikapono if the compensation would be permanent. Children no matter where they live deserve quality, seasoned teachers.

Hawaiian language teachers should also be compensated as well because of all the extra work it takes to translate and find resources for immersion students. There is such a lack of resources it is unbelievable. Please help teachers who love their job continue to do what they do for the pay they deserve.

Thank you for your time! All the best, Tiffany Tawata

SB-2820-HD-1

Submitted on: 3/29/2022 2:35:09 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kelli Uyeda	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and Members of the Committee,

I am writing testimony in support of Senate Bill 2820, SD2, HD 1 (Relating to teacher compensation- teacher differentials).

My name is Kelli Uyeda and I work in the Central District of Oahu. I am a teacher of 22+ years of experience working with students in the regular elementary education setting. The current and possible future shortage differential for special education teachers is one of the reasons that I have taken the initiative to get certified in special education, grades K-12 with an emphasis in mild/moderate disabilities. In the last month, I have passed my Praxis exams and have added special education as a field to my teaching license. I just applied for a special education position for the 2022-2023 school year and have accepted a position. This is how I know that shortage differentials work to retain and recruit certified teachers and to get them into shortage positions- I am living proof.

Please vote in favor of teacher differentials for shortage areas. It works!

SB-2820-HD-1

Submitted on: 3/29/2022 2:35:54 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kyle Hall	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee,

I am submitting testimony in support of Senate Bill 2820. My name is Kyle Hall, and I am a special education teacher in the Leeward District. The differential pay stipend that was granted to special education teachers helped in my decision to teach in Hawaii. I would not have been able to afford to teach in Hawaii if not for the additional monthly pay. If these funds are removed, it would make it much easier to leave the profession for a better paying job if one were to present itself.

Thank you for your time,

Kyle Hall

SB-2820-HD-1

Submitted on: 3/29/2022 2:56:27 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Brad Kusunoki	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita and members of the committee,

My name is Brad Kusunoki and I'm a school counselor at Alvah Scott Elementary in Aiea. I am writing to beg you to vote in support of Senate Bill 2820 SD2 HD1.

I have been a school counselor in a Hawaii public school for the last 15 years. Hawaii's children are wonderful, but at the same time, they need a lot of love from the teachers, counselors and other school personnel. The amount of love and care from these adults has been on a steady but noticeable decline. Many educators have left Hawaii or the education profession altogether due to the high cost of living in Hawaii and the inability to afford to live here with the rising costs and low salaries.

I may become one of those educators real soon. I have two young boys whom I want to provide everything in the world to, in order for them to have a happy childhood. I will not be able to do that at my current pay without needing to take out significant loans, which would be challenging to do since I am only able to afford to rent a place to live. I don't know how I will pay for their needs and future and I am terrified of that.

Please support this bill so that I may have a chance to give my children what they need. Thank you for the opportunity to testify.

Brad Kusunoki

SB-2820-HD-1

Submitted on: 3/29/2022 3:30:15 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Sarah Starr	Individual	Support	Written Testimony Only

Comments:

To the Honorable Members of the Committee,

I am submitting testimony regarding my support of senate bill SB 2820 SD1. I am a Special Education preschool teacher in the Honolulu District. I have direct experience with the difficulties and general lack of support our Special Education teachers have. We have the legal responsibility of implementing the federal requirements of IDEA, which includes many meetings and legal paperwork. But even more importantly, we teach Hawaii's most vulnerable population of students, which can be very challenging. This work is very demanding, and children with disabilities need highly qualified teachers! Yet we as a state have great difficulty retaining qualified SPED teachers. I myself may not consider changing to a general education position because of my deeply rooted belief that my students need me. But I have seen many highly qualified SPED teachers become burnt out with the extra workload and pressure and leave Special Education for general education. This differential makes an enormous difference to myself and my family. It retains highly qualified teachers for our most vulnerable keiki. We are already so short of qualified teachers in the State, and we continue to lose our most highly qualified teachers due to lack of fair and appropriate compensation relative to cost of living and highly demanding workloads here in Hawaii. Please retain our highly qualified Special Education teachers by providing them with fair compensation for the extra duties and difficulties that come with teaching SPED! Also please support differentials for hard to staff and Hawaiian immersion schools! Please support SB2820 SD1.

Thank you for the opportunity to testify.

Sincerely,

Sarah Starr SPED Pre-K teacher

Honolulu District

SB-2820-HD-1

Submitted on: 3/29/2022 5:42:56 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Chivas Niau	Individual	Support	Written Testimony Only

Comments:

Aloha, I have been a special education teacher for the past 15 years. Throughout the years, I've firmly held onto the idea that teaching would ensure a promising and stable future.

Within that time frame, I have had to juggle taking classes to improve my professional practice and work MULTIPLE jobs, in addition to my teacher position, just to provide the basic necessities to care for myself and my children. Because the cost of living in Hawai'i is among the highest in the nation, compounded with low teacher pay and the need to work multiple jobs just to survive, I have not only lost sleep throughout the years, but have been absent from my children much more than I should.

Teachers like myself have been overworked and underpaid for too long, causing detrimental impacts to the quality of education that we are able to provide to students and the quality of life that many of us are able to provide our own children.

When my daughter was 5, she told me that she wanted to be a teacher when she grows up. My daughter just turned 10 this past February, and now she reflects on the years that have passed and all the times she had said that I was 'too busy, always working' to have time for her. She has high hopes that she can remain in her homeland and become that teacher one day, making a difference in her own community. Please don't allow her to lose faith.

With an increase in salary adjustment and continued differentials, this could make all the difference. Many of us are literally one paycheck away from being on the streets with our 'Ohana, especially during this crisis of a pandemic! With proper pay, we teachers can spend more time and effort improving our professional practice instead of spreading ourselves thin just to survive. Like many other teachers, if we are overworked and underpaid, teachers will experience burnout and the quality of education that we can provide students will suffer.

Please support increased salary adjustments and continued differentials. This will positively impact students by retaining seasoned ,experienced , and qualified teachers, requiring less to recruit and retain. So many times we have been asked to do more and more with less and less. Please give teachers, students, and families what they need and what they deserve by ensuring that we have the proper support to provide a high quality education and a proper quality of life.

SB-2820-HD-1

Submitted on: 3/29/2022 6:34:32 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Justin Hughey	Individual	Support	Written Testimony Only

Comments:

Date: Friday, April 1st, 2022

Time: 3:00 PM

Place: Conference Room 308 & Videoconference

Timeslot: FIN

Aloha Chair Sylvia Luke and Vice Chair Kyle Yamashita as well as all members on the committee,

My name is Justin Hughey, I am a Special Education Teacher at King Kamehameha III Elementary and I am the father of two children. As a teacher and parent I strongly support SB2820!

King Kamehameha III said, "Chiefs and people, give ear to my remarks! My kingdom shall be a kingdom of learning." That has yet to be established.

I was hired in November 2005 because a Special Education Teacher quit. Ever since then I have seen a revolving door of Special Education teachers come and go. Most quit during the year because the pay is so low and they don't feel valued. That ended after the Superintendent and David Ige started the Differentials. I have not had one teacher quit mid year and it helped me so much financially that I stopped looking to move. The Differentials statistics show that when you pay teachers a comparable salary, they fill the positions.

Since this has been such a great successful program please pass this bill so I have some peace of mind that it won't be taken away.

Stay Safe,

Justin Hughey

37 Poniu Circle, Wailuku HI 96793

SB-2820-HD-1

Submitted on: 3/29/2022 7:45:37 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Allison Kohlhepp	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the House Committee on Finance. I am submitting testimony in support of Senate Bill SB2820, SD2, HD1. My name is Allison Kohlhepp and I have been working for 22 years as a teacher in the County of Kauai, currently at Hanalei Elementary school. Historically I started out as general education science teacher although I did go back to University and earned another degree in Education which included special education, K-12. I did not get into special education for most of my professional career as the work load was notorious for being so onerous with the added legal weight of being potentially the target of a law suit. It was not until I worked with an inclusion teacher that I decided being an inclusion science teacher would be a viable choice. What allows me to remain a special educator is the differential as being a special education teacher is like being a fulltime teacher with a half time job given the amount of related paperwork, reports and meetings one is required to both conduct and attend. It is extremely satisfying to work in the field especially with a scientific background lends it to this specialty. I would not be able to stay in special education if it was not for the differential, as it helps to pay our insurance, gas for a daily 1.5-2.5 hours daily commute, rising food and medical care costs. I have thought about leaving the profession or return to being a general education teacher. The differential is what allows me to be a special educator and I hope that you will continue to fund this differential as I will not be able to stay as special educator without it. It is a very stressful occupation because of the legal aspects and the grave responsibility of ensuring our special needs students have access to high quality inclusive instruction in order to reach their full potential. Please vote in support of Senate Bill SB2820, SD2, HD1. Thank you for the opportunity to provide written testimony regarding this critical issue.

SB-2820-HD-1

Submitted on: 3/29/2022 8:49:59 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Jeffrey Uyeda	Individual	Support	Written Testimony Only

Comments:

Dear Honorable House Finance Committee members,

Please consider funding an increase in salary adjustments/ differentials for teachers. I have been a special education teacher for over 20 years here in the state of Hawaii and we have been struggling to fill teacher positions in- Special Education, Hard to Fill Areas, and Hawaiian Immersion Schools, for MANY YEARS. To put it simply, hundreds of incapable people have been hired to fill these lines. These individuals have no idea about our unique and special culture here in Hawaii; they have little to NO teaching experience; AND A LOT of them do NOT have an educational degree. WHY?? The answer is simple... not enough money to (a) keep good teachers - often leaving the profession - and (b) not enough money to recruit new, qualified and educated teachers, ESPECIALLY IN THE AFOREMENTIONED TEACHING LINES.

Every government official states that "Education is a priority!" However past actions have NOT backed that claim up!! NOW IS YOUR OPPORTUNITY TO REMEDY THIS ISSUE. In other words, "PLEASE vote in support of bill SB2820 and show the keiki and educators of Hawaii that we ARE INDEED A PRIORITY... IT IS TIME!!!"

Thank you for taking the time to read my testimony,

Jeff Uyeda

SB-2820-HD-1

Submitted on: 3/29/2022 10:11:10 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Ashley Olson	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita and members of the Finance Committee:

My name is Ashley Olson and I am a veteran teacher at Lahainaluna High School on the island of Maui. I am submitting testimony in support of SB 2820, proposed SD2.

Please ensure that the funding for the pay differentials for teachers in special education, Hawaiian language immersion, and hard to staff positions remains in place. Please show that we as a state value our hardworking teachers and understand that we must be paid enough to live in the communities that we serve.

I work- and live- in a community where one in three housing units is in the short term rental pool. Rent, if you can find a safe, comfortable, place, is exorbitant. With over 25 years as a teacher, I recently qualified for 'affordable workforce housing'. I qualified in the lowest income category and my commute will increase by 25 minutes, each way. Were I to look in other parts of Maui, while initially less expensive, the commute might increase by 45-60 minutes each way and I would run the risk of being cut off from my home or my job in the not unheard of event of a road closure. In the Lahainaluna Complex Area, we have had new hires turn around and go back to the continent because they could not find a place to live- at least, not one they could afford. We have teachers working 20-30 hours a week at their second job. Imagine how much more time and energy would go to the benefit of our keiki were all of us able to afford to quit those jobs and just concentrate on educating our students.

We need your help. Our students need you to support us so that we may better support them.

Mahalo.

Ashley Olson

Lahaina, Maui

SB-2820-HD-1

Submitted on: 3/29/2022 10:52:26 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Tina Marie Myers	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee,

I am submitting testimony in support of Senate Bill 2820, SD 2, HD 1 relating to teacher compensation and shortage differentials. I have been teaching special education in the Leeward District for 12 years. The differentials have been making a big difference with the recruitment and retention of teachers in key areas.

Please vote in support of SB 2820, SD 2, HD 1.

Thank you,

Tina Marie Myers

SB-2820-HD-1

Submitted on: 3/30/2022 8:05:52 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Jaclyn Hardy	Individual	Support	Written Testimony Only

Comments:

Happy teachers = happy students = happy communities

SB-2820-HD-1

Submitted on: 3/30/2022 8:49:10 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Derek Bishop	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Luke, Vice Chair Yamashita, and members of the Committee,

This is my testimony in support of SB 2820, SD2 HD1. My name is Derek Bishop. I am a 32-year special education teacher veteran at Paauilo Elementary and Intermediate School on the Big Island.

I relocated to Hawaii from California as the special education and hard-to-staff differentials took effect in 2020. These differentials have made all the difference in retaining me in my employment with the State of Hawaii. Even with the differentials, I still took a \$16,000 pay cut to be here. In Hawaii, every dollar of compensation counts. The cost of living in Hawaii is tremendous, and has only been exacerbated by COVID and the influx of wealthy families to the islands during the pandemic.

It will be very hard to make ends meet without the differentials. I will be more likely to return to California should the State of Hawaii discontinue these incentives to staff critical shortage areas.

I would like to add that the special education differential is warranted, on account of the paperwork and general compliance burdens of the Department of Education's special education practices being much greater than other districts I have worked for on the mainland. A great deal of my personal and weekend time is tied up with special education paperwork, to a degree that I had been unfamiliar with previously.

Please vote in support of SB 2820, SD2 HD1. Please invest in your teachers who are willing to work in remote locations and serve our most challenged populations.

I wish to thank this Committee for the opportunity to testify.

Mahalo,

Derek Bishop

SB-2820-HD-1

Submitted on: 3/30/2022 8:51:31 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Jerwin Descallar	Individual	Support	Written Testimony Only

Comments:

My name is Jerwin Descallar and I have been a counselor for the Hawaii Department of Education for over 13 years. Today I am writing you in Strong Support of SB2820. Hawaii public school teachers are some of the lowest paid in the country, when adjusted for cost of living. This bill would give well earned opportunities for fair pay and support to allow more teachers to be able to afford to stay within the profession.

Mahalo Nui Loa,

SB-2820-HD-1

Submitted on: 3/30/2022 10:50:40 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Julia l Davison-wyse	Individual	Support	Written Testimony Only

Comments:

Please pass this bill. I am an experienced special education teacher that has moved here to teach and I have stayed for 16 years. I am able to retire, this will depend on what happens with these bills. I stayed this year because of this differential but if it isn't continued I will find it hard to stay longer. Please pass SB2820 SD2 HD1

SB-2820-HD-1

Submitted on: 3/30/2022 12:58:05 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kristina De Witt	HI DOE	Support	Written Testimony Only

Comments:

Aloha,

My name is Kristina. I am a lower-el special education teacher on Kaua'i. It is important to continue the differential for hard to staff positions and geographical locations. Before the first differential was announced, I was seriously considering leaving my special education position for a general education position. I often asked myself, "why am I killing myself with all of this extra work for the same pay?" People who were not in education would be shocked that I did not get paid more than general education teachers, as I teach a position that requires a different education, and is specialized. Getting the differential helped me stay in special education. It seems more worth it to me. Please consider all of the extra things sped teachers have to do including, arranging meetings, scheduling services, collaborating with related service providers, lesson planning for multiple students, sometimes a separate lesson plan for each student, completing IEP and evaluation paperwork, holding and leading meetings, collecting data, reporting on that data via progress reports, writing general education report cards, inputting events in event logs, collaborating with related service providers on a daily or weekly basis, creating visuals and intervention resources, implement behavior support plans, and much more on top of typical teaching tasks like communicating with parents, creating lesson plans, teaching, and grading. There is already a HUGE shortage in special education teachers. Many have stayed like me because of the differential. It is risky to take this away, as many will leave including myself. This creates more of a sped shortage, and more long term subs or unqualified professionals taking our place. This is asking for law suits, which will cost much much more than giving us a differential for all of the extra work we do, and to retain your sped teachers by giving them this incentive. Thank you.

TESTIMONY BEFORE THE HOUSE COMMITTEE ON LABOR & PUBLIC
EMPLOYMENT AND COMMITTEE ON LOWER & HIGHER EDUCATION

RE: SB 2820, SD2 RELATING TO TEACHER COMPENSATION

Wednesday, MARCH 30, 2020, 2 P.M.

Chair Johanson, Chair Woodson, and committee members:

My name is Amanda Tellez-Moran. I am a Kindergarten Teacher at King Kamehameha III in Lahaina on Maui.. I am submitting testimony in support of SB 2488, SD2.

Please provide enough funds to fix the teacher salary compression issue, and provide funding for the pay differentials for teachers in special education, Hawaiian language immersion, and hard-to-staff positions to show that we as a state value our hardworking teachers. The Department of Education will need \$45 million more plus fringe costs to fully fund these essential needs for our teachers. Fixing the compression issue will place our teachers where they should be for their many years of service, and funding the differentials will help us recruit and retain our teachers in the hardest-to-fill areas. Our teachers are worth it as they are important for the future of our keiki.

I am very personally affected by this bill, because I am a new teacher to the island of Maui, however I come with 22 years of professional experience and a Masters Degree. I worked at a public charter school on Molokai last year. I am only getting credit for 6 of the 22 years of public school service that I served in California, my home state. It was a dream of mine to come to Hawaii and serve my community. However I must say, the sacrifice has been great! Although I am committed to stay in Hawaii and teach, I am struggling to make ends meet on my salary. I have to have two other jobs to support myself and my family. This bill would help me considerably. I have a lot to offer Hawaii students, I hope you will pass this bill so that more professionals like me will be able to serve our Hawaiian Keiki as well as live here without having two jobs.

We need your help. Mahalo.

Amanda Tellez-Moran, Maui

SB-2820-HD-1

Submitted on: 3/30/2022 3:09:25 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Susanna M.G. Rivera	Individual	Support	Written Testimony Only

Comments:

Dear Chair Luke, Chair Yamashita, and members of the Committee,

I am submitting testimony in support of SB2820. I appreciate the work that you have done to move the bill this far. I have been a Teacher of the Deaf and Hard of Hearing on the Big Island (Hilo and Kea'au) for the past 36 years. If it were not for the differentials in Special Education, Hard to Fill Schools and National Board certification, I would have retired years ago. Though I love living in Hawaii and raising my family here, it is very expensive. My husband retired several years ago and had to go back to work to be able to support our family of five. I love working with my preschool through fifth grade Deaf and Hard of Hearing students and want to continue to do so for many more years. The differentials allow me to continue to work with these students.

Thank you,

Susanna MG Rivera, MA, NBCT: ENS-ECYA,D/HH

SB-2820-HD-1

Submitted on: 3/30/2022 3:20:15 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Robyn Amana	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee.

I am submitting testimony in support of SB2820.

Thank you for the work that you've done to get the bill this far. I am a special education teacher at Keaau Elementary School on the island of Hawaii. There is a huge teacher shortage in the state of Hawaii as the cost of living continues to rise and the pay does not reflect the work that we do. This is the only profession where we don't get paid over time despite the countless hours I work during the evenings and weekends. The differentials that I received as a special education, national board certified teacher in a hard to fill school has kept me barely afloat over the last few years. The differentials has also kept me at my current school in my current special education position. If it weren't for the differentials, I would have left the classroom to go to district level positions or general education teaching lines in schools closer to my home years ago.

Please consider supporting this bill as the children of Hawaii deserve to receive high quality education from qualified individuals.

Thank you for your time.

Robyn Amana

SB-2820-HD-1

Submitted on: 3/30/2022 3:28:57 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Dyani Fujita	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee.

In support of Senate Bill 2820.

My name is Dyani Fujita and I currently teach at Kea'au Elementary School in the Kea'au-Ka'u-Pahoa Complex. I am submitting testimony in support of Senate Bill 2820.

I have been working for 14 years, with a Master's Degree and still find trouble making ends meet. Currently, I am at Class 7 Step 9, but should be at Class 7, Step 12. With inflation, living on an island, and being one of the least paying teacher professions across the country, my pay makes it harder and harder to stay in this field. Our district has already had difficulties keeping teachers, which is why we've had the bonuses. But even with the bonuses, many teachers are leaving because the pay, or lack of pay isn't worth the hassle of rising costs.

With that, please consider supporting this bill as the children of Hawaii deserve to receive high quality education from qualified individuals. Improving the automatic increase in salaries will attract and retain more individuals.

Please support SB2820 and paying teachers a fair wage. Thank you so much for being open to reading my testimony and all the work you do for us.

Thank you again for your time,

Dyani Fujita

SB-2820-HD-1

Submitted on: 3/30/2022 3:39:57 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Una Burns	Individual	Support	Written Testimony Only

Comments:

Dear Chair Luke, Vice Chair Yamashita, and members of the Committee:

I am submitting testimony in support of Senate Bill 2820 SD2 HD1.

My name is Una Burns and I have been a teacher in Hawai'i for nearly 18 years. I love my job and feel very blessed to work in this amazing state and want to continue to work for as long as I can!

Teachers are grossly underpaid in Hawaii compared to other staes, please help offset this by allowing differentials for ALL teachers, many of my younger colleagues who want to stay here cannot because they are out priced at every level be it housing or just rentals. This is an incredibly expensive place to live, differentials will be a small but important start to helping teachers out but also showing that we are being valued as all professionals who have undertaken years of education to get these jobs should be.

I do my best every day (and many nights) to be a good educator, I certainly did not take on this job thinking about how much money I could make but at best this system is incredibly inequitable and totally undervalues many of us who have put our hearts and souls into teaching in Hawai'i. We need to retain teachers, not keep losing them and then continually have to recruit and train new teachers - which is not an easy task.

Please vote in support of Senate Bill 2820 SD2 HD1 for all of us of us who have been underpaid for a very long time and also help us to retain and attract many more teachers.

Thank you very much for the opportunity to testify and I look forward to continuing teaching your children, grandchildren and younger relatives for years to come but hopefully with a better fair wage for me and all my colleagues.

Una Burns

SB-2820-HD-1

Submitted on: 3/30/2022 3:49:42 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Daphna Ehrenhalt	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and Members of The Committee,

I am submitting testimony in support of SB2820.

Mahalo for all of the work you have done for this bill so far. Teacher differentials are vital for many of our educators. I have spent three years working in a hard to staff school, and the extra money that I am paid helps to pay for the ever rising fuel prices our state is seeing. When I speak with the special education teachers at my school, many of the specific items they use in their classrooms, and that they use to travel to other classrooms comes out of their own pocket. They cannot always wait for a purchase order and shipping when it is easier for them to go to the store for an item one of their students need. These differentials help to defer those costs. Maintaining differentials will not only keep our current teachers, but it will help to recruit more teachers, especially those who are from Hawai'i.

Mahalo for your support,

Daphna Ehrenhalt

SB-2820-HD-1

Submitted on: 3/30/2022 4:42:20 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Hana Mauldin	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Luke, Vice Chair Yamashita, and members of the Committee

I am submitting testimony in support of Senate Bill 2820 relating to teacher differentials. Please consider supporting this bill. Teacher who work in hard to staff areas work with students who need a lot of support. Many times that means teachers are spending their own money and time to provide classroom supplies for their students. Maintaining my differential will help me to continue to support my students. Again, please support SB 2820

Mahalo,

Hana Mauldin

From: Caitlin Kryss
P.O. Box 711687
Mountain View, HI. 96771

To: Hawaii State Legislature

RE: Support for SB 2820

Dear Chair Luke, Vice Chair Yamashita, and committee members,

Please support SB 2820. We need to secure permanent funding for the differentials currently in place to combat shortages in special education, Hawaiian language immersion, and geographically hard-to-fill areas. I am a teacher in Puna, a geographically hard-to-fill area, and my school experiences a high rate of turnover, and staffing shortages are one of our school's biggest challenges. Schools in the Puna district serve a high-need, low socioeconomic status community and many of our students require additional support to help them be successful. These supports include addressing needs associated with homelessness, domestic abuse, chronic absenteeism, hunger, lack of transportation, health and wellness, and many others. The work we do outside our contracted hours to help these students deserves to be supported so we can retain our teachers.

Please support this measure.

Mahalo,
Caitlin Kryss

SB-2820-HD-1

Submitted on: 3/30/2022 5:42:14 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Bru Lucero	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee.

In support of Senate Bill 2820

My name is Bru Lucero and I am a Registered Nurse at Hilo Medical Center on Hawai'i Island. I am writing on behalf of an amazing group of professionals that stepped up and performed highly during a global pandemic. It is unfortunate and a travesty that all teachers' hard work was thanks with a pay freeze. I believe it is short-sighted because that income would have directly gone into our economy to help stimulate growth, people's livelyhood, and would have helped take us through the economic downturn.

During this time teachers took up the difficult task of being counselors, IT specialists, and be available through the entire day for parents who needed assistance. A pay cut is extreme for a group that took on so much responsibilities. It is only fair that we recognize the hard work and dedication they put in. Teachers aren't asking for a pay raise but the stated income in their contract that was agreed upon by them as well as the state of Hawai'i. Please, please, please support our teachers and allow them to do what they love, which is to take care of students which will then take care of our future in Hawai'i. They should not be the only ones making such an extreme sacrifice during COVID.

Thank you for your hard work during this difficult time.

God bless and thank you for your time,

Bru Lucero

SB-2820-HD-1

Submitted on: 3/30/2022 7:09:23 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Sarah "Mili" Milianta-Laffin	Individual	Support	Written Testimony Only

Comments:

Committee on Finance

April 1, 2022

3:00pm

Aloha Chair Luke, Vice-Chair Yamashita, and Members of the Committee,

My name is Sarah “Mili” Milianta-Laffin. I teach at Ilima Intermediate School in the Campbell-Kapolei Complex, Leeward District on O’ahu. I am submitting testimony in strong support of SB 2820 SD2 HD1.

SB2820 SD 2 HD1 would make sure funding is secured for the differentials currently in place for special education, Hawaiian language immersion, and geographically hard-to-fill areas. We’ve seen this program be successful in filling vacancies in these critical areas; it works!

I personally know teachers who have relocated to “hard to fill” campuses and positions to use the extra money to support their families. The smart choice for the students of our state is to support SB 2820 SD2 HD1.

Sarah Milianta-Laffin, Teacher

Ilima Intermediate School

Leeward District

SB-2820-HD-1

Submitted on: 3/30/2022 8:40:08 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Matthew Hawkins	Individual	Support	Written Testimony Only

Comments:

Dear Legislature,

The shortage differential has been critical to my ability to remain a teacher and pay my monthly bills. Prior to implementation of the differential, I did not make enough money to cover my monthly expenses and had to prematurely cash out funds from an IRA - with associated IRS taxes and penalties - in order to teach. This situation was untenable and ridiculous. All the more so because the DOE's Office of Human Resources refused to recognize advanced professional degrees related to my teaching line - English Language Arts - at time of hire. This allowed the DOE to enter me at an low entry salary - completely incommensurate with my training and experience.

Auwe and shame!

Matt Hawkins

SB-2820-HD-1

Submitted on: 3/30/2022 9:11:09 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Mike Landes	Individual	Support	In Person

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee,

I am submitting testimony in support of Senate Bill 2820 SD2 HD1. My name is Mike Landes, and I am a teacher at Lahainaluna High School, the husband of an elementary teacher at Princess Nahienaena Elementary School, and the father of two public school students. I am also the HSTA Maui Chapter President. As a teacher in a geographically hard-to-staff location, I can personally attest to the effectiveness of the shortage differentials, and the importance of continuing them. After many years of living in the community where we teach, my family had to move to the other side of the island because of the exceedingly high cost of living in West Maui. My wife and I love the schools where we teach, but we had to seriously consider transfers to other schools closer to where we live because of the costs associated with our daily commute to the other side of the island...and then the differentials kicked in and changed everything. We were able to continue to serve the schools, students, families, and community we love. Our colleagues no longer had to debate whether or not to leave West Maui so they could simply survive. Veteran colleagues have chosen to delay retirement and are continuing to use their experience and expertise to help guide their students and our school. And excellent teachers have been incentivized to transfer to Lahaina schools, fulfilling a dire need and helping to support our amazing students. This is just what I see on a personal level as a teacher at a school directly impacted by the shortage differentials, but as HSTA Maui Chapter President I have received countless stories from other teachers across Maui who have been similarly affected, and I have seen the statistics that have been presented to the BOE showing the effectiveness of these differentials at helping to reduce the teacher shortage crisis. While more most certainly needs to be done, especially fixing the salary schedule compression, ensuring the continued funding of the differentials is sorely needed. Please, do the right thing and vote in support of Senate Bill 2820 SD2 HD1.

Mahalo for your time,

Mike Landes

SB-2820-HD-1

Submitted on: 3/30/2022 9:13:28 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Deborah Olive	Individual	Support	Written Testimony Only

Comments:

To: Chair Luke, Vice Chair Yamashita, and members of the Committee.

I was once asked by a student - Is being a teacher hard? She must have felt to ask that question after a particularly trying day for me; it must have been written on my face. I thought for a moment and said, "Well, it's like being a parent to 25 children all at once."

Being a teacher is hard - yes!, but also like a parent - your influence for good can't be measured until years down the road. Much of the problems in our world today - especially in these hard to staff geographic location - can be traced to the lack of good parenting, so that it falls upon us, teachers, to pick up the pieces.

Do you want to invest in a better future for our children and grandchildren? Then please approve SB2820.

Sincerely,

Deborah Olive

TO: Representative Sylvia Luke, Chair
Representative Kyle T. Yamashita, Vice Chair
Committee on Finance Members

REGARDING: **RELATING TO TEACHER COMPENSATION**
SB 2820, SD 2, HD1 (HSCR 1397-22)

DATE: Friday, April 1, 2022

TIME: 3:00 P.M.

PLACE: VIA VIDEO CONFERENCE
Conference Room 308
State Capitol
415 South Beretania Street

POSITION: **IN SUPPORT** of SB 2820, SD 2, HD1 (HSCR 1397-22)

INTRO: I am a teacher of 19 years, currently working on the Leeward Coast of Oahu.

I am testifying in **support** of this bill.

Shortage differentials for hard-to-fill positions is needed. Having worked in a school with low turnover, and in schools with high turnover because of the geographically challenging locations, I can attest to the need for stable teacher work force.

The school with low turnover had better testing scores and students were better behaved because there was an experienced, unified teaching staff. The schools with higher rates of turnover have lower testing scores because it takes time for new teachers to become experienced enough to provide quality teaching. High turnover also makes it more difficult to move a school forward. Having high percentage of new teachers on staff annually, is like never finishing running a marathon, because you're always starting the race over midway. It is also exhausting for the senior / experienced teachers to continually work to support and mentor new teachers, just to have these new teachers leave in a few years.

It is a challenge for any school with more than 10% of its staff with new teachers to function smoothly and provide students with quality educational experience. Schools in geographically challenged areas have a turnover rate of

about 30% or more. The differentials have helped decrease the turnover rates, and has made it more affordable to work in locations that require a long drive to get to. Working far from home cost money in gas and time, and differentials help with this for me.

Supporting this bill is a move towards providing quality education for our children, and to build a stronger economic future for our State. Investing in education is an investment in our children and to help them stay in Hawaii.

Sincerely,

Debra Yamakawa

Public School Teacher

SB-2820-HD-1

Submitted on: 3/31/2022 12:07:15 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Dee	Individual	Support	Written Testimony Only

Comments:

To Chair Luke, Vice Chair Yamashita, and members of the Committee,

I am submitting testimony in support of Senate Bill 2820. I have been teaching special education in the Honolulu district for almost 16 years. The best part of my career is to see when our keiki make growth and get ready for their life. However, it is a very high stress job with lots of challenges: kids with intense behavioral needs (I got bitten many times), endless amount of paperwork, after-school IEP meetings, training and working with different adult supports (and their high turn-over rate just does not help), and many after-school hours creating instruction materials for students with my own expenses. All these stressors had made me consider to change the teaching field other than special education. The differential made a huge difference. The monetary part was rewarding, but it was the feeling of being appreciated that made me want to stay. Please vote in support of Senate Bill 2820.

Mahalo

Dee

SB-2820-HD-1

Submitted on: 3/31/2022 6:02:06 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kori Oros	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee,

I am submitting testimony in support of Senate Bill SB2820 SD2 HD1

My name is Kori and I am a 3rd grade teacher in the Central District. I teach at a Title I School and I have been teaching for 13 years.

My husband is a SPED teacher and I am the general education teacher in an Inclusion SPED classroom.

Both my husband and I have been teaching since our 20's (we are now 40) and as we look to our future, we realized that we don't have family home that will be passed down to us because my family is going to sell our family home in Makakilo to pay for my dad's long term care, as he is a quadruple amputee. Our rent has been raised every year. We would like buy a home but with our salaries it seems hopeless.

Please keep our differentials so that my husband and I can have a chance at staying in public education by being able to afford rent and save for a home.

Please vote in support of SB2820 SD2 HD1

Thank you for the opportunity to testify,

Kori

SB-2820-HD-1

Submitted on: 3/31/2022 6:10:54 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Samantha Tomori	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee:

I am submitting testimony in support of Senate Bill 2820 SD2 HD1. My name is Samantha Tomori and I teach kindergarten at Kea'au Elementary School on the island of Hawai'i. First of all, I'd like to thank you for the work you've done to get the bill this far. It's encouraging to feel the support of our legislators.

As you know, we have a teacher shortage crisis in Hawai'i, particularly in hard-to-fill areas like the one I work in. I have been encouraged, on numerous occasions, to apply for jobs closer to my home. However, that would mean a pay reduction of \$8,000 since I am both Nationally Board Certified and teaching in a community deemed "hard-to-fill". In fact, the differentials are so effective I've remained in a "hard-to-fill" community for my entire 14 year career. Continuing to finance the teacher differentials would ensure that quality teachers remain in schools where they are needed most.

Thank you for supporting this bill!

Samantha Tomori

SB-2820-HD-1

Submitted on: 3/31/2022 7:07:21 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
John Fitzpatrick	Individual	Support	In Person

Comments:

Aloha Honorable Chair Luke, Vice Chair Yamashita, and Finance Committee,

I strongly support SB 2820 because the differentials work. Several exemplary teachers at my school moved into Sped classrooms because the financial incentive was great enough.

At my school we have not been able to find a math teacher all year and my students come to my class distressed about not learning anything because they are just given a computer program called iready and when they are lucky they have a long term subs to administer the computer program. My students are going to be struggling to do well on the math SBA and when they get their scores next year they will likely feel extremely deflated. I tell you this story because it is what happens to students every year in Hana, Molokai, and on Lanai. The differentials help fill these hard to staff schools with good caring teachers.

Lastly the differentials are paying highly skilled Hawaiian educators to teach our Hawaiian immersion students in 'Olelo Hawaii. This is extremely difficult because there is no set curriculum and they have to design and build their curriculum or translate English curriculum into Hawaiian. They often have to communicate with parents in both Hawaiian and English. But Hawaiian immersion is essential for a thriving Hawaii so please support these amazing and extremely talented educators.

Please support Sb 2820

Mahalo,

Fitz

SB-2820-HD-1

Submitted on: 3/31/2022 8:31:14 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Stacy	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee,

I support bill [SB 2820, SD2, HD1](#) relating to teacher compensation (teacher differentials). Our most vulnerable population deserves highly qualified teachers. Data provided by HSTA indicates that differentials were successful in recruiting and retaining qualified special education teachers.

Hawaii's high cost of living makes it difficult for families to survive. Teacher often need a second job to pay for mortgage or rent. It is often difficult for special education teachers to have a second job as our duties and responsibilities extend past contractual time. We are responsible for many after school meetings, for each student (Individualized Education Plan, Eligibility, Student Needs, Extended School Year, and transitions). With the help of the differentials I am able to facilitate federally mandated meetings, and complete necessary reports with quality. I have stayed in the field of Special Education because of the differentials.

Special education teacher have many added responsibilities and as such should be compensated for their time and dedication.

I support bill [SB 2820, SD2, HD1](#) relating to teacher compensation (teacher differentials).

Thank you for allowing me to testify.

SB-2820-HD-1

Submitted on: 3/31/2022 8:31:36 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Brook Cretton	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee,

I am submitting testimony in support of Senate Bill SB2820, SD2, HD1. My name is Brook Cretton and I have been a Special Education teacher here on Maui for 8 years. We all know that the teacher shortage is a crisis in Hawaii and I believe the SB2820 SD2 pay differential for SPED, Hawaiian Immersion, and hard to staff areas has been beneficial in helping to alleviate that ailment afflicting our keiki. Throughout the previous years I have seen so many SPED teachers get hired and then leave because they realize that they are not able to make ends meet here with this career.

These vacancies in our school systems have had effects beyond just losing that one teacher. Because SPED teachers have variance lists with a caseload of students that they are care coordinators for, when vacancies occur, more students are added to our caseloads. This added burden makes it more difficult to provide adequate care to each student and their IEP and leaves us more open to due processes, which further deplete our resources. The added stress of the large caseloads and being spread thin with additional paperwork and IEP meetings also produces more burnout and SPED teachers leaving. It becomes a cycle with the ones being the most affected those struggling students who are getting even further behind and being more prone to dropping out, illiteracy, limited options, and uncertain futures.

Based on current SPED vacancy data, this compensation has shown to be an intervention that has slowed this difficult cycle and secured many more long term committed SPED teachers ensuring that our most challenged and needy keiki are getting the same opportunities in life as their peers. Please vote to pass this bill passes so that we can continue to have the resources and motivated personnel to support these students to our fullest capacity. Mahalo for your time, service and commitment to our community.

SB-2820-HD-1

Submitted on: 3/31/2022 8:40:51 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
ROBERT LOZANO	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita and members of the Committee:

Aloha, I am submitting testimony in support of Senate Bill SB2820 SD2. My name is Robert Lozano. I teach fifth grade and coach the robotics team at Waikoloa Elementary & Middle School. I have been teaching at Waikoloa School for 19 years, and have also found making financial ends meet a challenge during my tenure there. I began teaching at Waikoloa School in 2003 with the equivalent of a Master's Degree in Education and six years of prior teaching experience in Japan and California. At the time, the salary for that level of education and experience was under the threshold to qualify my young family of four for WIC food stamps as well as Quest medical coverage for my dependents. Since that time, I have maxed out my educational credits under the salary schedule, but suffered under the lack of negotiated salary increases. Contract negotiations have often produced little to no increase in salary to offset the rising cost of living. Financial strains from the housing crisis of 2007/2008 and the global pandemic of the last two years, combined with skyrocketing inflation have all served to freeze my salary during contract negotiations, as well as reduce my purchasing power. Oftentimes, a negotiated raise is effectively wiped out due to rising medical premiums and inflationary pressures. Giving teachers shortage differentials in hard to staff locations can give teachers more incentive to stay on the job. We have lost veteran teachers over the years due to the lack of financial investment in them. In my grade level alone over the last five years, I have welcomed and said goodbye to nearly a dozen teachers who could no longer afford the high cost of living in our Aloha State. It is my sincere hope that in passing Senate Bill SB2820 SD2, I will be able to work together with a team of teachers that can stay together over the long haul. Having a team with longevity can create a stronger school community, less teacher shortage, and more consistency for our keiki in school.

Please vote in support for Senate Bill SB2820 SD2.

Mahalo for your consideration,

Robert Lozano

5th Grade Teacher

Robotics Coach

Waikoloa Elementary & Middle School

SB-2820-HD-1

Submitted on: 3/31/2022 9:32:56 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Anthony Christe	Individual	Support	Written Testimony Only

Comments:

Aloha,

I am in support of SB 2820.

Please continue to fund shortage differentials. Funding shortage differentials is integral to providing quality special education, Hawaiian language immersion, and geographically hard-to-fill areas.

aloha,

Dr. Anthony Christe

SB-2820-HD-1

Submitted on: 3/31/2022 9:33:20 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Amber Moorhead	Individual	Support	Written Testimony Only

Comments:

Dear Legislature,

I teach at Olomana School. I started teaching for the State of Hawaii 12 years ago, at 25 years old, at the Detention Home. I am sure you can understand that this was a difficult job, took extensive preparation, reflection, collaboration, and was a position worthy of fair compensation. I am sure you also understand that as a new teacher, I was not given fair compensation for the work that I was doing for most underserved keiki. 3 years later, I began teaching at the Hawaii Youth Correctional Facility because my principal recognized that I was good at what I did, and that I cared about what I was doing and who I was serving. All the while, I was barely able to afford half of the rent on a 1 bedroom apartment.

After 4 years at the Hawaii Youth Correctional Facility, I could no longer do my job without protesting the treatment of our youth, and since employed by the state and bound to my employment duties, I requested to transfer to an Olomana School campus that did not serve incarcerated youth. I slowly and increasingly began to strongly morally oppose incarcerating kids. My job was hard, sad, complex, and all the while I was never fairly compensated. At one point my principal asked me what the hardest part of my job was, my answer was simple "spending time with child molesters." Being a teacher is harder than anyone who does not teach knows. It is incredibly complex and difficult. We are serving our children, how could one ever be good enough at what they do? How could the job ever be done?

Today I still teach at Olomana School, just at a campus where students are not incarcerated. I am receiving a differential for teaching special education, and a differential for teaching at a hard to fill school. I was able to go half on a home with my mom, a retired teacher from the State of Hawaii, who was living in a 600 sq ft apartment made of concrete on the side of a highway. With my differentials, my mom and I were able to get approved for a home. We each have small spaces on each side of the home, however we have a home.

I spent my weekend on craigslist buying furniture, which includes a lot of heavy lifting, and posting the furniture on Facebook Marketplace to make a little extra money as I am still unable to pay my bills with one job. Things have come up since buying the home, for example a big tree started to fall down, costing \$6500 to cut down, and we cannot even afford to have the wood in our yard removed- the whole yard is now piles of wood. I am getting more and more in debt each month.

I have a Bachelor's Degree in History, a Masters' Degree in Special Education, 24 years of experience working with underserved youth, and I even went to trade school for a year recently to learn how to make our public high schools more hands on empowering.

If I loose either of my differentials, I will have to leave teaching. I am a very capable person, I know my worth, and I can get a job anywhere I want. If pushed away from my passion of serving underserved youth, I will go into finance, or seek a job in tech where I can enjoy traveling and wearing nice clothes.

Thank you for your time,

Amber Moorhead, Teacher

SB-2820-HD-1

Submitted on: 3/31/2022 10:36:32 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Leimomi Kaaihili Leong	Individual	Support	Written Testimony Only

Comments:

TO: Representative Sylvia Luke, Chair, Committee on Finance

Representative Kyle Yamashita, Vice Chair, Committee on Finance, and Members

FROM: Leimomi Ka‘aihil Leong

Hawaiian immersion teacher for 18 years, parent of 2 Hawaiian immersion students

RE: SB 2820

Hearing on April 1st, 2022

IN STRONG SUPPORT of SB2820

Aloha mai e na poo a me na lala o ka Aha Olelo,

My name is Leimomi Ka‘aihili Leong and I have been a public school Hawaiian immersion teacher for 18 years. I am currently working at Ke Kula Kaiapuni ‘o Ānuenuē as a Special Education teacher. I am also a parent of 2 children who attend Hawaiian immersion education. I am testifying in favor of SB2820 - Relating to teacher compensation, teacher shortage differentials.

I have a license in Hawaiian Immersion education and Elementary Education, however I asked to be placed in a Special Education line because there have been a continued turnover for our special education teachers. Many years 2-3 of the SPED teachers were long term subs and I believed our students with disabilities needed qualified and seasoned teachers. With this differential pay, I was highly encouraged to seek licensure in Special Education and request to stay in Special Education for the remainder of my career.

Differentials are working!! Over the past years that the differentials have been in place, there has been a **29% increase of teachers transferring into** a special education position and a **decrease of 57% of teachers transferring out** of a special education position. Nearly **twice as many teachers transferring into** a hard to staff school and **41% decrease of teachers leaving** hard to staff. At Ke Kula Kaiapuni 'o Ānuenue we have more teachers seeking special education licensure than we have ever seen in the history of this school. Don't stop something that is working. Please vote yes to support SB2820 and also please encourage Governor Ige to support this as well. Mahalo for the opportunity to testify.

SB-2820-HD-1

Submitted on: 3/31/2022 10:45:19 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Dorisa Pelletier-Yamasaki	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Luke, Vice Chair Yamashita, and members of the Committee. I am submitting testimony in support of Senate Bill 2820. We totally need to keep these differentials for teachers in hard to staff areas, Special Education, and Hawaiian Immersion. This is a must. Please help our students to be able to get the services they need and deserve . Thanks for your time, Dorisa Pelletier-Yamasaki

SB-2820-HD-1

Submitted on: 3/31/2022 11:00:47 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
William Howard	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee,

I am submitting testimony in SUPPORT of SB 2820, SD2, HD1.

My name is William Howard and I've been a teacher at University Laboratory School in Honolulu for the past six (6) years. In total I have ten (10) years of teaching experience, but because of a lack of step increases in the salary schedule, I am compensated as a less-experienced teacher. This is not right and needs to change.

Including built-in step movements in the teachers salary schedule is the right thing to do because it rewards teachers for their hard-earned years of experience. Every public school student in Hawaii deserves to have a highly-qualified, motivated and fairly compensated teacher in their classroom. Voting in support of this bill will help ensure that this is the case moving forward. Again, I am in full SUPPORT of this bill. Please vote in support of SB 2820, SD2, HD1.

Thank You in advance for the opportunity to testify,

Sincerely,

William K. Howard

SB-2820-HD-1

Submitted on: 3/31/2022 11:19:37 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Brandon Cha	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Luke, Vice Chair Yamashita, and members of the Committee,

I am submitting testimony in support of SB2820 SD2 HD1. I am a high school teacher from a school in the Leeward District of Oahu. I started my career as a licensed teacher who was teaching outside of my licensure area, in SPED Inclusion and SPED Resource classes. I am now assigned to a general education class that I am licensed to teach, but I can tell you that those years in SPED were a large learning curve to adapt to the special circumstances and needs of my students.

I know that despite my best efforts, as any other teacher in my position would have put forth, there is no substitute for specialized experience, and I know my students and my school would have benefitted from the difference that a qualified, SPED-licensed teacher could have brought to the classroom. Such staffing shortages in other hard-to-staff areas similarly deserve our attention.

This expertise and experience takes years to accumulate for a non-SPED licensed teacher like myself, and frankly our students don't have time to wait while non-SPED teachers get brought up to speed. The differentials made a noticeable impact on how hard-to-staff positions are filled, and recent personnel statistics from when these differentials were implemented show their positive impact.

All students should have the QUALIFIED personnel and support to help them succeed and achieve their highest potential. Passing this bill will help invest in our keiki by providing funds to attract qualified SPED teachers, as well as other hard to staff positions.

Please vote in support of SB2820 SD2 HD1. Thank you for the opportunity to testify.

SB-2820-HD-1

Submitted on: 3/31/2022 11:55:35 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
christopher castillo	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice-Chair Yamashita, and members of the Committee,

I am submitting testimony in support of Senate Bill 2820 SD2 HD1 and hope after reading my story that you also push to support it as well.

My name is Chris Castillo. An 8-year teacher at Waianae Elementary School, who also works multiple jobs after school. I am writing about the pay differentials which have really made an impact on whether or not I stay in the profession. The pay differentials were developed to attract teachers in hard-to-staff positions. We as a state push for "Grow your own" programs and building local teachers, but that is not the demographics at most of these schools. In my own opinion, and 8 years of experience watching teachers come and go, I can say that no one is rushing over to teach here. For many years we have covered positions by hiring from the mainland or hiring TFA-like programs. Where people can pursue teaching, be placed in a classroom as an emergency hire without the teaching experience that many of us have worked for.

When I first started, the hard-to-staff was a bonus of \$3000 that we got at the end of the year which was even less after taxes and then some coming to be about 1,200. That bonus helped pay off some of the debt that I accumulated but not enough. I was spending over 3,000 a year on my classroom, supplies, and my students. Buying fans and water for my classroom to fight the heat, school supplies because my kids came with none, or even food some of my kids could take home or eat during class.

But that payout came at the end when I could have used it throughout the year. Right before the pandemic hit, the amount raised and was spread amongst our paychecks throughout the year, which gave me a little more breathing room. Until it was in the conversation that would take that away use. That news broke me, and even though I was struggling to live on my own I felt like an accomplished adult. I didn't think I would be able to continue teaching in the community I love because of the debt I had accumulated by putting my heart and soul into it.

If those cuts would have been made, I would have had to leave and try to figure out a "Plan B" Knowing that my story is not a special one because many teachers are facing this problem, I often think how much longer can we keep going in this circle. Teachers are getting tired of the lack of support, materials, and pay.

A teacher's work conditions are a student's learning conditions. While teacher pay is an overall problem, this differential was to entice people to come to teach at these schools, but we can't expect them to thrive and to stay if a lot of their paycheck is going into our classrooms and not to themselves. If we want to keep our teachers in these areas, I implore you to please support SB2820 SD2 HD1.

Thank you for your time

SB-2820-HD-1

Submitted on: 3/31/2022 12:13:22 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
C Conrad	Individual	Support	Written Testimony Only

Comments:

Aloha,

Please support the educational system with the automatic step increases, time for collaboration, and pay differentials. This not only helps teachers focus on their work, it also helps principals.

Mahalo,

Chris

FROM THE PERSONAL DESK OF JULIE REYES ODA

March 31, 2022

Thank you, Hawai'i House Finance Committee, for hearing this bill on teacher differentials to address labor shortages. I am Julie Reyes Oda, math teacher, and department head at Nānākuli High and Intermediate School and HSTA Leeward President. Leeward District includes Pearl City, Waipahu, 'Ewa, Kapolei, Nānākuli, and Wai'anae. **I write in support of SB2820 SD2, HD1 with one amendment.**

Regarding differentials, it's paid for Hawaiian immersion, hard-to-staff schools, and special education. Those differentials are important in their own way.

Leeward District has the largest number of Native Hawaiian students of any DOE district and we only have three immersion schools: Ke Kula Kaiapuni o Waiau and Nānākuli and Ka Papahana o Mā'ilikūkahi. At our Leeward town hall in December, a kaiapuni kumu talked about the importance of differentials in the immersion schools: how immersion teaching is different because no materials are in Hawaiian, and how supporting Hawaiian language use in the home requires supporting parents. I recently went to an 'Aha Kauleo meeting, which is a council of parents, teachers, and administrators at kaiapuni schools across the state. I was surprised to hear the same problems we have at traditional schools happening at the kaiapuni (sub shortages, turnover, working conditions). There is a huge shortage of immersion teachers because they need to specialize in their subject area PLUS speak Hawaiian. In a bilingual state, it is important to keep a pipeline of Hawaiian speaking teachers because language is essential in maintaining Hawaiian history and culture.

The Wai'anae coast is the only hard-to-staff location on O'ahu. Both complexes of Nānākuli and Wai'anae had a hard time obtaining substitutes during COVID. While we were not the only complex with sub shortages, this exasperated an existing shortage to begin with. We have many teachers who come from the mainland, and while I have no judgment as to their effectiveness compared to local teachers, many don't stay due to the cost of living in our state. This creates a churn of teachers for these already disadvantaged kids. We dropped our minimum requirement for subs in hard-to-staff locations by allowing only a high school degree and that was before COVID. At my school, we have two subs staffing core classes as the teacher for the rest of the year for math and social studies.

The workload for special education is different depending on locations, but IEPs are IEPs and must be completed in a certain timeframe. This does not account for the existing workload of SpEd teachers. I am dual licensed in secondary mathematics and SpEd, but only operate as a general education teacher. I am married to a dual licensed SpEd teacher

who has IEPs outside of work hours, completes IEPs at home, and gets calls from his student's parents on his cell phone to ask about due date extensions, grades, or other questions. Most SpEd teachers are also classroom teachers whether that be in a general education classroom or in a separate SpEd classroom. I am also a mother to a SpEd kid in a fully self-contained classroom. I saw the demands put on his teacher during COVID and I was not surprised his teacher quit at the end of last year and moved back to the mainland. It wasn't about the money for him, the working conditions were just too much. My son had him for two years. His teacher had a classroom of K-5 students with various disabilities. Some kids were online and some were in person. One kid was nonverbal and in a diaper. How is anyone supposed to teach all of those kids at the same time? For someone like him who loves kids, he didn't want to be a failure, so he left. My son's class had a sub for most of August of this school year awaiting his new teacher from the mainland to move to Hawai'i. The cycle continues. We cannot continue to churn and burn SpEd teachers. The work they do is important.

There is a reason for these shortage areas and differentials are needed to keep up support for Hawaiian immersion, hard-to-staff locations, and special education. Please pass this bill, with one amendment. Change the appropriation to cover five years instead of one. Currently, this is for FY 2022-23 only. These shortage areas will not cease to be problems by next year. **Amend this bill to cover teacher labor shortage differentials for FY 2022-27.**

Chair Luke, Vice Chair Yamashita, and members of the Committee,

I am submitting testimony in support of Senate Bill SB2820. I have been a teacher at Radford High School for the past 10 years. I support this bill, because we have many positions that remain open because they are so hard to fill. Staffing issues have been plaguing our schools since before the pandemic. Securing funding to pay teachers who work in special education, Hawaiian Language Immersion, and who are able to teach in geographically hard-to-fill areas, will help decrease the shortage of teachers and help our students learn from teachers who are highly effective.

Please show our community that you support our students of all needs and backgrounds. Show our keiki we care about the quality of their education. Show our teachers we value them for filling these difficult positions, and pay them well for it. Teachers are burnt out and leaving the profession altogether, because they can find other jobs that offer less stress and more money. This bill will help encourage teachers to fill those difficult roles by offering them fair compensation for their outstanding efforts. Please support SB 2820.

Thank you,

Christine Christe

SB-2820-HD-1

Submitted on: 3/31/2022 1:52:01 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Logan Okita	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Luke, Vice Chair Yamashita, and members of the Committee,

I am submitting testimony in support of Senate Bill SB2820, SD2, HD1.

My name is Logan Okita and I am a National Board Certified Teacher at Nimitz Elementary in Central District and Vice President of the Hawaii State Teachers Association. This is my sixteenth year as a teacher in Hawaii. Although I do not qualify for any of the shortage differentials provided in this bill, I believe that they help to ensure that our keiki who need qualified teachers have them in their classrooms. The data from the Department of Education shows that the shortage differentials have been effective at keeping teachers in these positions. These shortage differentials offset the higher cost of living in some of our rural areas, compensate teachers for the additional workload required by their role, and entice qualified teachers to fill vacancies that have historically seen high turnover rates.

Please vote in support of Senate Bill SB2820, SD2, HD1. Thank you for the opportunity to testify!

Sincerely,

Logan Okita, MEd, NBCT

SB-2820-HD-1

Submitted on: 3/31/2022 2:17:44 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Vickie Parker Kam	Individual	Support	Written Testimony Only

Comments:

Aloha Chairs, Vice Chair and committee members,

I am a public school teacher and I strongly support SB2820 SD2 HD1 as it would make sure funding is secured for the differentials currently in place for special education, Hawaiian language immersion, and geographically hard-to-fill areas. I do not teach in any of these areas but my peers deserve these differentials in order to support our keiki.

Mahalo,

Vickie LP Kam

SB-2820-HD-1

Submitted on: 3/31/2022 2:33:59 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Christine Russo	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Luke, Vice Chair Yamashita, and members of the Committee,

My name is Christine Russo and I'm a teacher at James Campbell High School. I'm writing in **support** of Senate Bill 2820, SD2, HD1 which would secure funding for the differentials currently in place for special education, Hawaiian language immersion, and geographically hard-to-fill areas. Students in these key areas have been underserved for far too long. The shortage differentials help ensure that experienced, local teachers fill positions that serve our most vulnerable keiki. The data shows that the differentials have already minimized vacancies in these areas so it is crucial to keep this in place permanently.

Mahalo for your time and consideration.

Christine Russo

SB-2820-HD-1

Submitted on: 3/31/2022 2:56:13 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Charmaine Doran	Individual	Support	Written Testimony Only

Comments:

Aloha! Honorable Representatives and Committee members. I am Charmaine T. Doran, it is a honor to submit testimony to your committee on this important matter.

At the start of 2022, the Pearl City Neighborhood Board adopted a resolution in support of additional compensation for teachers including addressing compression, housing benefits, and differentials. This resolution was one of several legislative acts to support teachers adopted by the board over the years. Just like this honorable body, compensation for teachers is regularly discussed at City boards throughout the island. This is only necessary, because unlike the compensation packages for police, fireman, and others, which are handled much more routinely, teacher compensation is often forced into the public appeal arena. One year, the State abandoned its responsibilities to teachers almost entirely and tried to punt the issue of funding to the City. It was a sad “State” of affairs.

Today, is a new day and an election year. Before this committee is SB 2820, SD2, HD1 and SB 2819, SD2, HD2. Together these measures attempt to address the ridiculous practice of compression and to maintain teaching differentials. No other employee union would tolerate this level of unfairness among its senior members. Others already include differentials practices. If teaching is to remain a foundational part of our state education system, equitable compensation is an essential requirement. At the very heart of public service, first is contributing to the greater good. This is something teachers do every single day. Second, is job security and reasonable compensation for work and years of service. It is time about time that our teachers are afforded this very fundamental and innate principle of public and collective bargaining.

In closing, I ask that the members of this esteemed committee to keep in mind that almost 8,000 of Hawai'i teachers are minority women who without doubt deserve equitable pay and fair treatment.

I humbly ask for your support and passage of both measures.

SB-2820-HD-1

Submitted on: 3/31/2022 3:01:40 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Heather Graeber	Individual	Support	Written Testimony Only

Comments:

Support teachers!!

SB-2820-HD-1

Submitted on: 3/31/2022 3:07:42 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kenneth Graeber Sr.	Individual	Support	Written Testimony Only

Comments:

Full support of our teachers.

SB-2820-HD-1

Submitted on: 3/31/2022 7:50:48 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Anonymous	Individual	Support	Written Testimony Only

Comments:

Mahalo for hearing this testimony in support of teacher compensation, specifically for differential pay to Hawaiian Immersion teachers. I have student taught and became a teacher in the Hawaiian Immersion setting. Teaching for 10 years, I am young in the career compared to those who have mentored me. It takes firsthand witnessing to understand the labor, love, time and sacrifice that these kumu and their families put into their profession. They are superhumans. There has been many times when I doubted that I could achieve what I witnessed. I strongly support the Hawaiian Immersion differential pay and am grateful for it. Although I never recieved it myself as I am in a charter school, and many of my co-workers haven't received it who have been teaching since before the required class to recieve the differenital was created, it is still well placed money. One day, I hope it reaches everyone who has been laboring in Hawaiian Immersion for the people of this land for 10-40 years. Meanwhile, I support the bill as is.

SB-2820-HD-1

Submitted on: 3/31/2022 7:56:08 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Melissa Turner	Individual	Support	Written Testimony Only

Comments:

Dear Chair Luke Vice Chair Yamashita and members of the committee

I would like to say thank you to the committee members for hearing our testimony.

My name is Melissa Turner and I am a special education teacher for 5th and 6th grade at Honokaa Elementary School on the Island of Hawaii. I am speaking in support of SB2820. As most of you know, Hawaii has some very rural locations. Honokaa is a small town in the middle of ranches and undeveloped land. The closest major grocery store is 20 miles away and approximately 30 minutes drive. The closest Walmart and Target are 37 miles away and about a 50 minute drive. The nearest Costco is 60 miles away and that is 1 hour and 20 minute drive. Now remember these are times without road construction and there is a lot of road work underway on the Hamakua coast. The reason you approved the differentials is because these are hard to staff areas. The reason they are hard to staff is because most of them are very rural and not many people are willing to sacrifice the convenience of living in an urban area or the long drive to get to and from work each day. That doesn't make the students at our school any less worthy of certified teachers. The differentials help to offset the cost of living in a rural area or driving into a rural area to teach. This has made our area more appealing to teachers and has brought us many more applicants to our job postings. Last year my principal announced at a faculty meeting that for the first time he had applicants in the double digits for our posted position. He was confident that he would find the right fit for our school. So yes indeed it has made a major difference for our rural schools. If you discontinue the differentials the teachers that were recruited for our opening will leave the coming school year. Thus, putting us back into the undesirable position to hire long term subs, uncertified teachers, and even worse of all VACANT positions.

I would also like to touch on the need for the special education differential. As many of you know our most vulnerable students are those with disabilities. They come with a wide variety of needs from just struggling in one area to not even being able to feed themselves. Special education teachers are asked to do what many will not. We work with the most challenging students where others have given up. We have students that throw tantrums, hit and run from us, most times without prior warning. We work very hard to keep regular routines for these

students. These students are the most difficult to work with and that is why many special education teachers leave the field. Since the differentials went into place we have had, as stated above, quality applicants apply for our special education positions. Most years they have been filled with long term subs. If you discontinue the differential for special education we will have a mass exodus of teachers from special education classrooms. Let's face it, the general population is much easier to teach than the one that comes with special needs. Remember these are our most vulnerable students. They demand a higher level of attention and are the most difficult to educate. The differential has demonstrated what it was intended to do. To get more qualified teachers for our most vulnerable population. I implore you to support SB2820.

Sincerely,

Melissa Turner

SB-2820-HD-1

Submitted on: 3/31/2022 10:02:22 PM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Anjanette Naganuma	Individual	Support	Written Testimony Only

Comments:

I am Anjanette Naganuma of Lahainaluna HS, Maui District. I am writing in support of SB2820 SD2 HD1, and continuing the hard-to-staff salary differentials for special education, Hawaiian language immersion, and geographically hard-to-fill areas.

I will freely admit that in the face of wage stagnation for the last 2 years and with the increased pace of inflation, the hard-to-staff salary differential made it bearable to weather the economic hardship.

However, these differentials have been the finger-in-the-dam of the massive teacher exodus. News article after article blares to the nation that Hawaii teachers are at the bottom of the barrel when it comes to our pay vs. our cost of living. Continuing the differentials, along with raising the pay for all teachers, will make a significant difference in retaining quality teachers. Remove the differentials, and I will not be surprised to see the HIDOE hemorrhage teachers, especially in hard-to-staff schools like mine.

Thank you for your time and attention on this matter.

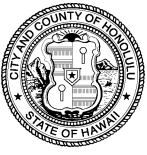
House Committee on Finance
Rep. Sylvia Luke, Chair
Rep. Kyle T. Yamashita, Vice Chair

Dear Chair Luke, Vice Chair Yamashita, and Committee members,

My name is Cory Chun and I am submitting this testimony in support of SB 2819 and SB 2820. At the Waipahu Neighborhood Board's February 24, 2022 Regular Meeting, the Board adopted a resolution in support of increasing teacher compensation. The resolution is attached for your convenience. At the meeting, our board heard from Waipahu High School teachers who shared their experiences and struggles with balancing educating our keiki with making a living in Hawaii. Thank you for the opportunity to share this resolution with the committee.

Mahalo,

A handwritten signature in black ink that reads "Cory Chun". The signature is written in a cursive style with a long horizontal stroke at the end.



WAIPAHU NEIGHBORHOOD BOARD NO. 22

c/o NEIGHBORHOOD COMMISSION ♦ 925 DILLINGHAM BOULEVARD SUITE 106 ♦ HONOLULU, HAWAII, 96817
TELEPHONE: (808) 768-3710 ♦ FAX: (808) 768-3711 ♦ INTERNET: <http://www.honolulu.gov/nco>

RESOLUTION SUPPORTING INCREASED COMPENSATION FOR HAWAI‘I TEACHERS.

WHEREAS, “*Children are the world's most valuable resource and its best hope for the future*”¹; and

WHEREAS, educating our youth is a tool to combat poverty, a source of economic growth, and a central tenet of our democratic society; and

WHEREAS, the COVID-19 pandemic reinforced the critical role of teachers in both our local communities and in broader society; and

WHEREAS, there are about 12,800 teachers in Hawai‘i of which nearly 8,000 are both female and minorities;² and

WHEREAS, despite the renewed importance of education and the significance of teachers during the pandemic, the State of Hawai‘i reduced the education budget drastically in 2021;³ and

WHEREAS, in addition, no base salary increases, or step movements, were authorized for teachers throughout the 2021-2023 contract period;⁴ and

WHEREAS, the *Hawai‘i Teacher Compensation Study and Recommendations*⁵ reported the following key findings in 2020:

- Hawai‘i Teacher Salaries Are Not Competitive
- Hawai‘i’s Compensation System Has A Limited Number Of Pay Steps And There Is Step Compression
- The High Cost Of Living In Hawai‘i Makes The Teaching Profession Less Sustainable; And

WHEREAS, according to the Hawai‘i Department of Education (HIDOE) the compressed compensation system with limited steps, means that the salaries of experienced teachers in Hawai‘i are almost equal to newer teachers with less experience; and

WHEREAS, the compressed compensation system is causing senior teachers to leave the profession; and

WHEREAS, throughout 2016-2021 HIDOE hired more than 5,000 teachers with roughly 20% hired⁶ from out of state; however, during the same period about 4,500 teachers resigned with more than 30% choosing to leave Hawai‘i;⁷ and

WHEREAS, vacancies and turnover continue to plague HIDOE which reported more than 200 teacher resignations last month and currently has over 250 outstanding vacancies;⁸ and

WHEREAS, the decreased investment in education, compressed compensation system, and non-competitive salaries, will likely remain significant factors in teacher turnover, shortages, and vacancies in Hawai‘i; and

WHEREAS, our children deserve a well-funded and effective education system that values its teachers and ensures that they are both highly qualified and professionally compensated; NOW, THEREFORE,

BE IT RESOLVED that the Waipahu Neighborhood Board (Board) has advocated in support of teachers; and

¹ <https://www.jfklibrary.org/learn/about-jfk/life-of-john-f-kennedy/john-f-kennedy-quotations#:~:text=Kennedy%2C%201963-.Children,Kennedy>

² <https://www.hawaiipublicschools.org/Reports/EmploymentReport2020-21.pdf#page=8>

³ <https://governor.hawaii.gov/newsroom/office-of-the-governor-news-release-governor-iges-budget-calls-for-increased-funding-for-pandemic-response-critical-services/>

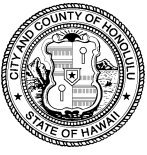
⁴ <https://www.hsta.org/wp-content/uploads/2021/05/HSTA-Tentative-Settlement-Summary-2021.pdf/>

⁵ <https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Compensation-Study-2020.aspx>

⁶ <https://www.hawaiipublicschools.org/DOE%20Forms/OTM/Hawaii%20Teacher%20Compensation%20Study%20and%20Recommendations.%20Final%20Report%201.20.2020.pdf>

⁷ <https://www.hawaiipublicschools.org/Reports/EmploymentReport2020-21.pdf#page=8>

⁸ <https://www.hsta.org/news/recent-stories/lawmakers-will-consider-bills-to-fix-salary-compression-end-salary-class-cap/>



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BE IT FURTHER RESOLVED that the Board is in full support of a robust and competitive teacher compensation package that includes, at minimum, the following:

- Salaries That Commensurate With Teacher Years of Service And Experience
- Permanent Funding Of Differentials For Special Education, Hawaiian Immersion, And Other Hard-To-Staff Posts
- One-Time Workforce Stabilization Payment For Teachers
- Establishment Of A Housing Assistance Program For Teachers; and

BE IT FURTHER RESOLVED that in addition to adopting a competitive compensation package for teachers, the Board also requests that the Hawai'i State Legislature work to accomplish the following:

- Restoration Of HIDEOE Funding In The FY 2021–2023 Supplemental Budget⁹
- Strengthen Hawai'i's Teachers Ability To Negotiate Contracts
- Fund And Implement A Program To Increase Hiring Of Local Teachers; And

BE IT FINALLY RESOLVED that electronic copies of this Resolution be forwarded to Governor David Ige, the Hawai'i State Board of Education, the Superintendent of the Department of Education, Hawai'i State Teachers Association - Leeward President Julie Reyes Oda, Senate Committee on Education, Senate Committee on Government Operations, Senate Committee on Ways and Means, House Committee on Education, House Committee on Finance, Hawai'i State Legislature – Waipahu Delegation, and all City Neighborhood Boards.

Adopted by the Waipahu Neighborhood Board No. 22 at its regular meeting on February 24, 2022, by a vote of 10-0-0.

Respectfully Submitted By:

A handwritten signature in black ink, reading "Cory Chun", is written over a horizontal line.

Cory Chun, Chair

⁹ <https://governor.hawaii.gov/newsroom/office-of-the-governor-news-release-governor-iges-budget-calls-for-increased-funding-for-pandemic-response-critical-services/>

SB-2820-HD-1

Submitted on: 4/1/2022 8:01:33 AM

Testimony for FIN on 4/1/2022 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Sara O'Rourke	Individual	Support	Written Testimony Only

Comments:

Chair Luke, Vice Chair Yamashita, and members of the Committee,

I am submitting testimony in support of Senate Bill 2820.

My husband has been a special education teacher in the DOE since 1994. He puts in numerous hours of his own time each week to provide high quality special education services to his students. Special education teachers deserve to be compensated for this time.

Please vote in support of Senate Bill 2820. Thank you for this opportunity to testify.