



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

**Date:** 03/17/2022

**Time:** 02:00 PM

**Location:** 309 Via Videoconference

**Committee:** House Education

**Department:** Education

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

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

**Purpose of Bill:** Appropriates funds for various teacher differentials to help address various labor shortages. Effective 7/1/2050 (SD2)

**Department's Position:**

The Hawaii State Department of Education (Department) supports SB 2820, SD2, which provides funding for various teacher differentials to help address labor shortages.

The Department utilizes a myriad of compensation methods and strategies to improve the recruitment and retention of qualified teachers. The implementation of the teacher shortage differentials for special education, hard-to-staff geographical locations, and Hawaiian Language Immersion programs have proven to be an attractive incentive for individuals to teach in these vital areas as well as an encouraging acknowledgment for those who are already situated there. The data reveals that this is especially true in the area of special education.

Ensuring the continuous retention of qualified teachers for these critical teaching positions will positively impact students, schools, and their communities. The Legislature's commitment of a dedicated and recurring appropriation to the Department will help to sustain and affirm differentials as a reliable tool in its recruitment and retention efforts.

The Department appreciates your continued support and is committed to working collaboratively with the Legislature to ensure the hiring and retention of qualified individuals to provide all of our students with a robust educational experience.



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 17, 2022 at 2:00 PM  
COMMITTEE: Committee on Education and Committee on Water & Land  
ROOM: Conference Room 229 & Videoconference  
FROM: Yvonne Lau, Interim Executive Director  
State Public Charter School Commission

---

Chair Woodson, Chair Tarnas, Vice Chair Kapela, Vice Chair Branco 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 these 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.



# UNIVERSITY OF HAWAII SYSTEM

## Legislative Testimony

---

Testimony Presented Before the  
House Committee on Education  
Thursday, March 17, 2022 at 2:00 p.m.

By

Nathan Murata, Dean  
College of Education

And

Michael Bruno, PhD  
Provost

University of Hawai'i at Mānoa

### SB 2820 SD2 – RELATING TO TEACHER COMPENSATION

Chair Woodson, Vice Chair Kapela, and members of the committee:

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

The University of Hawai'i at Mānoa, College of Education supports SB 2820 SD2, 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**  
**Executive Office on Early Learning**  
2759 South King Street  
HONOLULU, HAWAII 96826

March 16, 2022

**TO:** Representative Justin H. Woodson, Chair  
Representative Jeanne Kapela, Vice Chair  
House Committee on Education

Representative David A. Tarnas, Chair  
Representative Patrick Pihana Branco, Vice Chair  
House Committee on Water and Land

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

**SUBJECT:** **Measure:** S.B. No. 2820 SD 1 – RELATING TO TEACHER COMPENSATION  
**Hearing Date:** Thursday, March 17, 2022  
**Time:** 2:00 p.m.  
**Location:** Videoconference and Conference Room 309

**Bill Description:** Appropriates funds for various teacher differentials to help address various labor shortages. Effective 7/1/2050 (SD2).

**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 and defers to HIDOE 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 that shall ensure a spectrum of high-quality development and learning opportunities for children throughout the State, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children. EOEL also administers the EOEL Public Pre-Kindergarten program in partnership with the HIDOE.

The State continues to face a chronic teacher shortage, which also impacts EOEL's Public Pre-Kindergarten programs, particularly in rural and remote areas. Recruitment and retention of qualified teachers is critical to the success of implementing high quality prekindergarten programs. This bill would provide a shortage differential to certain schools and complex areas that have higher rates of non-certified teachers and higher teacher vacancies, particularly 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



CRAIG K. HIRAI  
DIRECTOR

GLORIA CHANG  
DEPUTY DIRECTOR

**STATE OF HAWAII**  
**DEPARTMENT OF BUDGET AND FINANCE**  
P.O. BOX 150  
HONOLULU, HAWAII 96810-0150

EMPLOYEES' RETIREMENT SYSTEM  
HAWAII EMPLOYER-UNION HEALTH BENEFITS TRUST FUND  
OFFICE OF THE PUBLIC DEFENDER

ADMINISTRATIVE AND RESEARCH OFFICE  
BUDGET, PROGRAM PLANNING AND  
MANAGEMENT DIVISION  
FINANCIAL ADMINISTRATION DIVISION  
OFFICE OF FEDERAL AWARDS MANAGEMENT (OFAM)

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

**March 17, 2022**  
**2:00 p.m.**  
**Room 309 and Videoconference**

RELATING TO TEACHER COMPENSATION

The Department of Budget and Finance (B&F) offers comments for this measure.

This measure appropriates unspecified amounts for FY 23 for the Department of Education and Charter Schools to fund increased teacher shortage differentials as negotiated and executed in separate memoranda of understanding between the Superintendent of Education/governing board of each State Public Charter School and the Hawai'i State Teachers Association, Bargaining Unit 5, to help address various labor shortages.

B&F has serious concerns because this bill "puts the cart before the horse." Appropriating funding for cost items before negotiations are complete and agreements are reached could adversely impact the collective bargaining process.

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.



**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 EDUCATION

For Hearing on Thursday, March 17, 2022  
2:00 p.m., Conference Room 309 Via Video Conference

By

RYKER WADA  
CHIEF NEGOTIATOR

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

**(WRITTEN TESTIMONY ONLY)**

CHAIRPERSON WOODSON, VICE-CHAIR KAPELA, AND MEMBERS OF THE HOUSE  
COMMITTEE ON EDUCATION:

The purpose of Senate Bill No. 2820 SD2 is to appropriate funds for various teacher differentials to help address various labor shortages.

The Office of Collective Bargaining (OCB) **opposes** S.B. 2820 SD2 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

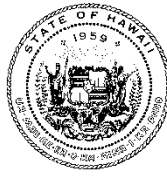


Legislature intended the parties closest to the employment relationship, that is, the public employer and the public employees, independently or through an exclusive representative, to negotiate in good faith a written collective bargaining agreement with respect to wages, hours and other terms and conditions 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. The OCB is extremely concerned about the unintended consequences this legislation may have on current and future negotiations affecting all 15 bargaining units.
- 4) 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.



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

March 16, 2022

**WRITTEN TESTIMONY BEFORE THE HOUSE COMMITTEE ON EDUCATION**

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

**DATE:** March 17, 2022

**TIME:** 2:00 pm

**LOCATION:** Conference Room 309 and Video Conference

**TITLE OF BILL:** SB2820 SD2 Relating to Teacher Compensation

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

**POSITION:** Supports SB2820 SD2

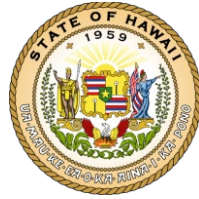
**Chair Woodson, Vice Chair Kapela, and Members of the House Committee on Education:**

The Hawaii Teacher Standards Board (HTSB) supports SB2820 SD2. 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 SD 2 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.

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 EDUCATION  
ON  
SENATE BILL NO. 2820, S.D. 2**

**March 17, 2022**

**2 P.M.**

**Conference Room 309 and VIA Videoconference**

RELATING TO TEACHER COMPENSATION.

Chair Woodson, Vice Chair Kapela, and Members of the Committee,

S.B. 2820, S.D. 2, 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. The ERS offers the following comments:

- 1) 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 (UAAL) due

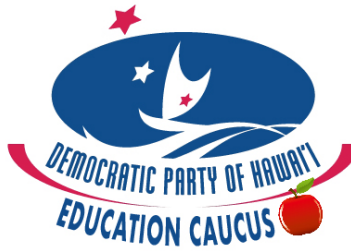


**Employees' Retirement System**  
of the State of Hawaii

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

- 2) The proposed salary increases would result in an increase in total employee and employer retirement contributions.
- 3) The legislation may desirably cause some teachers to delay retirement as they increase their average final compensation (AFC) for benefit purposes.
- 4) 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).

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



## **SENATE BILL 2820, SD 2, RELATING TO TEACHER COMPENSATION**

MARCH 17, 2022 · HOUSE EDUCATION COMMITTEE  
· CHAIR REP. JUSTIN H. WOODSON

**POSITION:** Support.

**RATIONALE:** The Democratic Party of Hawai'i Education Caucus **supports** SB 2820, SD 2, relating to teacher compensation, which appropriates funds for various teacher differentials to help address various labor shortages.

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](mailto:kriscoffield@gmail.com)**



# 'AHA KAULEO

STATEWIDE COUNCIL FOR KA PAPAHAANA KAIAPUNI

---

Date: March 15, 2022

To: House Committee on Education  
Representative Woodson, Chair  
Representative Kapela, Vice Chair, and Members

From: Kahele Dukelow, Luna Ho'omalulu (President)  
'Aha Kauleo Statewide Council for Ka Papahana Kaiapuni  
Advisory to the Office of Hawaiian Education

Aloha mai e na lala o ka Aha Olelo - Chair Woodson, Vice Chair Kapela, and Members,

The Aha Kauleo (AKL) is a council of parents, teachers and administrators of Kaiapuni or Hawaiian language immersion schools across the state. We advocate for increased and improved support of Kaiapuni schools and work closely with our school communities, the State Department of Education through the Office of Hawaiian Education, the Board of Education and the University of Hawaii through its Hawaiian language, Hawaiian studies and education programs.

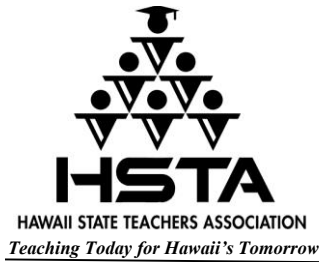
The AKL **strongly supports** SB2820 SD2, pay differentials for Hard-to-Staff, Special Education, and Hawaiian Language Immersion classroom teachers. The differential pay for Hawaiian Language Immersion (HLI) teachers will provide an equitable balance to the high demands of teaching in a HLI setting, as their work is a clear example of the type of educational experiences that directly addresses the intent of Article X, Section 4 of the Hawaii State Constitution.

Hawaiian education continues to lack a basic K-12 curriculum that achieves language and cultural competencies while also addressing HODOE educational outcomes. This is understandable due to the systemic policies and norms that have removed Hawaiian language, culture and history for over 100 years.

If Hawaii is truly to achieve equity and excellence in our schools it must begin with the constitutional commitment to Hawaiian language, culture and history, and the full support of our Hawaiian Language Immersion Program as a means to that end. For Hawaii will never respect diversity if it fails to prioritize its initial commitment to the aboriginal people, language and culture of this land, Hawaii. And, a failure to respect diversity erodes the moral tenets of a democratic society.

Me ka oiaio,  
Kahele Dukelow, Luna Ho'omalulu  
'Aha Kauleo

*Membership: Alo Kehau o ka Aina Mauna (Honokaa High, 9-10), Ke Kula o Ehunuiakaimalino (K-6), Ke Kula o Ehunuiakaimalino (7-12), Ka Umeke Kaeo HI PCS (K-6), Ka Umeke Kaeo HI PCS (7-12), Ke Kula o Nawahikalaniopuu Iki PCS (K-8), Ke Kula o Nawahikalaniopuu (Hilo High, 9-12), Ke Kula Kaiapuni o Hana (K-5), Ke Kula Kaiapuni o Lahaina (6-8), Ke Kula Kaiapuni o Lahainaluna (9-12), Ke Kula Kaiapuni o Maui ma Kalama (6-8), Ke Kula Kaiapuni o Maui ma Kekaulike (9-12), Ke Kula Kaiapuni o Maui ma Paia (K-5), Ke Kula Kaiapuni o Nahienaena (K-5), Ke Kula Kaiapuni o Lanai (K-1), Kualapuu PCS (K-6), O Hina i ka Malama (Molokai Middle, 7-8), O Hina i ka Malama (Molokai High, 9-12), Ke Kula Kaiapuni o Anuenue (K-6), Ke Kula Kaiapuni Anuenue (7-12), Ke Kula Kaiapuni o Hauula (K-6), Ke Kula Kaiapuni Hawaii o Kahuku Academy (7-12), Ke Kula Kaiapuni o Kailua (9-10), Ke Kula Kaiapuni o Nanakuli (K-6), Ke Kula Kaiapuni o Puohala (K-8), Ke Kula o Samuel M. Kamakau PCS (K-6), Ke Kula o Samuel M. Kamakau (7-12), Ke Kula Kaiapuni o Waiau (K-6), Ke Kula Kaiapuni o Waimanalo ma Blanche Pope (K-2), Kawaiikini PCS (K-6), Kawaiikini PCS (7-12), Ke Kula Niihau o Kekaha PCS (K-6), Ke Kula Niihau o Kekaha PCS (7-12), UH Hilo-Hale Kuamoo, UH-Hilo-Ka Haka Ula o Keelikolani, UH-Hilo Kahuawaiola, Brigham Young University, Aha Punana Leo, Kamehameha Schools Bishop Estate, UH-Manoa COE, UH-Manoa Kamakakuokalani, UH-Manoa Kawaihuelani, & UH-Maui E Hooulu Lahui.*



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 EDUCATION

RE: SB 2820, SD2 – RELATING TO TEACHER COMPENSATION

THURSDAY, MARCH 17, 2022

OSA TUI, JR., PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson, and Members of the Committee:

The Hawaii State Teachers Association **strongly supports SB 2820, SD2**, 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-





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

Osa Tui, Jr.  
President

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.

**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.

RE: SB 2820, SD2 - RELATING TO TEACHER COMPENSATION

THURSDAY, MARCH 17, 2022

MITZIE HIGA, LEGISLATIVE CHAIR  
DEMOCRATIC PARTY OF HAWAII LABOR CAUCUS

Chair Woodson, and Members of the Committee:

The Democratic Party of Hawaii Labor Caucus **supports SB 2820, SD2**, 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 Education  
Representative Justin Woodson, Chair  
Representative Jeanne Kapela, Vice Chair

March 17, 2022

Dear Chair Woodson, Vice Chair Kapela, and Members of the Committee,

We support SB 2820 SD2, 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  
American Civil Liberties Union  
Alliance for Place Based Learning  
\*Castle Complex Community Council  
Coalition for Children with Special Needs  
Education Institute of Hawai'i  
\*Faith Action for Community Equity  
Fresh Leadership LLC  
Girl Scouts Hawaii  
Harold K.L. Castle Foundation  
\*HawaiiKidsCAN  
\*Hawai'i Afterschool Alliance  
\*Hawai'i Appleseed Center for Law and Economic Justice  
\*Hawai'i Association of School Psychologists  
Hawai'i Athletic League of Scholars  
\*Hawai'i Children's Action Network  
Hawai'i Nutrition and Physical Activity Coalition  
Hawai'i Scholars for Education and Social Justice  
\* Hawai'i State PTSA  
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

Kamehameha Schools  
Kanu Hawai'i  
Kaua'i Ho'okele Council  
Keiki to Career Kaua'i  
Kupu A'e  
\*Leaders for the Next Generation  
Learning First  
McREL's Pacific Center for Changing the Odds  
Native Hawaiian Education Council  
Our Public School  
\*Pacific Resources for Education and Learning  
\*Parents and Children Together  
\*Parents for Public Schools Hawai'i  
Special Education Provider Alliance  
\*Teach for America  
The Learning Coalition  
US PACOM  
University of Hawai'i College of Education

*Voting Members (\*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



Date: March 16, 2022

To: House Committee on Education  
Representative Justin Woodson, Chair  
Representative Jeanne Kapela, Vice Chair

From: Early Childhood Action Strategy

Re: Support for SB2820 SD2, 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**, 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 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 provides key tools in this effort.

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



**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](mailto:spin@doh.hawaii.gov)  
March 18, 2022

**Special Education  
Advisory Council**

Ms. Martha Guinan, *Chair*  
Ms. Susan Wood, *Vice Chair*

Ms. Sara Alimoot  
Ms. Virginia Beringer  
Ms. Mary Brogan  
Ms. Deborah Cheeseman  
Ms. Annette Cooper  
Ms. Shana Cruz  
Mr. Mark Disher  
Ms. Mai Hall  
Ms. Melissa Harper Osai  
Dr. Kurt Humphrey  
Mr. Kerry Iwashita  
Ms. Melissa Johnson  
Ms. Tina King  
Ms. Jennifer Leoiki-Drino  
Ms. Cheryl Matthews  
Dr. Paul Meng  
Ms. Kiele Pennington  
Ms. Carrie Pisciotto  
Ms. Kau'i Rezentes  
Ms. Rosie Rowe  
Ms. Ivalee Sinclair  
Mr. Steven Vannatta  
Ms. Lisa Vegas  
Ms. Paula Whitaker  
Ms. Jasmine Williams  
Ms. Susan Wood

Ms. Annie Kalama, *liaison to  
the Superintendent*  
Ms. Wendy Nakasone-Kalani,  
*liaison to the military commu-  
nity*

Amanda Kaahanui, Staff  
Susan Rocco, Staff

Representative Justin H. Woodson, Chair  
Committee on Education  
State Capitol  
Honolulu, HI 96813

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

Dear Chair Woodson 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 which appropriates funds for pay differentials for hard to fill teacher positions.

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.

Teacher recruitment and retention. As evidenced by data from HSTA and the Office of Talent Management, as well as many testimonies received from teachers in the SY 20-21, the special education teacher pay differential was a major factor in motivating more teachers to fill vacant special education classroom positions (a 43% *increase* over the previous year). SY 20-21 also saw a 28% *decrease* in the number of teachers leaving special education for a general education position. No one doubts that these gains in recruiting and retaining teachers are likely to be lost, if the extra compensation is withdrawn.

A February 2019 presentation by Education Week for National Public Radio shared a worrisome trend that the number of special education teachers nationally has dropped by more than 17 percent over the past decade--a trend likely to have been exacerbated by the last two years



Testimony on SB 2820, SD 2  
March 17, 2022  
Page 2

of the pandemic. This national shortage makes it harder to recruit qualified teachers who are willing to take on the extra time and paperwork demanded in special education, especially if we are unable to offer additional compensation. A likely outcome of not offering a differential to this shortage category is what Education Week refers to as a “quality shortage” where a higher percentage of special education teachers in the state are not fully qualified. In addition, the cost of not retaining teachers can include an average of \$20,000 per new hire, including expenses related to separation, recruiting, hiring and training new teachers (Learning Policy Institute, 2017).

Student achievement. By far the greatest costs of not continuing the pay differential would be borne by the special education students themselves. High-quality teachers have the potential to provide substantially higher quality classroom education. A lack or shortage of qualified teachers will compound the already substantial achievement gap. Our special education students have arguably suffered greater academic losses than their peers during the past two years of the pandemic. They need the stability of teachers who know their individualized needs and have the skills to help them back on the path to positive academic and functional outcomes.

Mahalo for this opportunity to submit testimony in support of SB 2820. If you have any questions, we are happy to answer them.

Respectfully,

Martha Guinan  
Chair



**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 Education

Testimony by  
Hawaii Government Employees Association

March 17, 2022

S.B. 2820, S.D. 2 - RELATING TEACHER COMPENSATION

The Hawaii Government Employees Association, AFSCME Local 152, AFL-CIO appreciates the intent of S.B. 2820, S.D. 2 which appropriates additional funds for hard-to-staff geographical locations, special education, and Hawaiian language immersion teacher differentials but **respectfully insists on equal treatment for all employees in similar situations.**

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 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.

Thank you for the opportunity to testify on to S.B. 2820, S.D. 2.

Respectfully submitted,

Randy Perreira  
Executive Director



**SB-2820-SD-2**

Submitted on: 3/15/2022 10:03:39 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Camile Cleveland	Individual	Support	Written Testimony Only

Comments:

I strongly support this bill. Teachers are chronically underpaid yet serve a critical role in our society shaping the minds of our keiki and raising the next generation of thinkers and leaders. It is crucial they receive better compensation and support. Mahalo for the opportunity to testify.

**SB-2820-SD-2**

Submitted on: 3/15/2022 1:17:07 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Bryanna Pena	Individual	Support	Written Testimony Only

Comments:

This past year I moved to Hawaii to teach special education. If it were not for the special education teacher differentials I would not be able to pay my bills or afford to live in Hawaii. This compensation has made it possible for myself and others like me to be able to stay in Hawaii. The teacher differentials are helping Hawaii get more qualified educators. Please continue with the differentials. The community will benefit from this including myself.

**SB-2820-SD-2**

Submitted on: 3/15/2022 1:38:05 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Amie Yee	Individual	Support	Written Testimony Only

Comments:

I support SB2820.

**SB-2820-SD-2**

Submitted on: 3/15/2022 1:40:07 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Yahna Kawaa	Individual	Support	Written Testimony Only

Comments:

I fully support SB 2820 which appropriates funds for various teacher differentials to help address various labor shortages.

**SB-2820-SD-2**

Submitted on: 3/15/2022 1:49:50 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Emiri Iwasaki	Individual	Support	Written Testimony Only

Comments:

**Chair Woodson, Vice Chair Kapela, and members of the Committee,**

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

**I am a Special Education teacher teaching in the Leeward District and have been teaching in the State of Hawaii for 21 years.**

**Special Education has long seen a shortage of qualified teachers for many years. We work with students that require specialized instruction, which may include not only academic support, but mental, physical, and emotional services as well. Being a special education teacher is not an easy task. It involves not only working with the students and their families, but consultations and working together with a whole network of special education support services. It involves never ending paperwork, data keeping, long hours of meetings, in addition to the regular tasks of just being a teacher. It has been especially difficult during the past 2 years, with the pandemic, and a part of what kept me going during this time was the shortage differentials. It made me at least feel appreciated and acknowledged for the tremendous amount of work I put in. I believe it has kept many special educators, like myself, from leaving the profession or switching to General education positions, and has allowed the most vulnerable student population to have highly qualified teachers, rather than from emergency hires or substitute teachers.**

**Please continue supporting the shortage differentials for Special Education, hard to staff areas, and Hawaiian language immersion so that we can keep our qualified Special Education teachers in schools and classrooms for the benefit of our most vulnerable students.**

**Please vote in support of Senate Bill number SB2820 SD2.**

**Thank you for the opportunity to testify.**

**SB-2820-SD-2**

Submitted on: 3/15/2022 1:59:59 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Sara O'Rourke	Individual	Support	Written Testimony Only

Comments:

Chair Woodson, Vice Chair Kapela, 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.

**SB-2820-SD-2**

Submitted on: 3/15/2022 2:35:52 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Liz Noetzel	Individual	Support	Written Testimony Only

Comments:

3/15/22

Aloha, Chair Woodson, Vice Chair Kapela, and members of the Committee:

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

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, and money was not a factor in their decision- so imagine those who are on the fence about whether to stay or go. It is imperative that our paychecks are not reduced and that the shortage differentials continue to receive funding.

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

Elizabeth Noetzel

7th Grade ELA teacher

Waikoloa Elementary and Middle School





**SB-2820-SD-2**

Submitted on: 3/15/2022 3:10:28 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kealakai Lindsey-Meyer	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice-Chair Kapela, and members of the Committee,

I am testifying in SUPPORT of SB2820, which will provide funding for various teacher differentials to help address labor shortages.

My name is Kealakai Lindsey-Meyer, I am a special education teacher at Waimea High School on the island of Kauai, Hawaii. Passing SB2820 will allow the Hawaii Department of Education to appropriate funds to improve the recruitment and retention of qualified teachers. This will not only positively impact both teacher recruitment and retention but also prevent the teacher shortage crisis from getting worse. The implementation of the teacher shortage differentials for special education, hard-to-staff geographical locations, and Hawaiian Language Immersion programs have proven to be an attractive incentive for individuals including myself to continue teaching in these vital areas, especially in the area of special education.

I am very grateful and understand the responsibility I share in receiving these funds. It not only has helped me financially but I have a sense of appreciation for the hard work I put into the overwhelming amount of paperwork and caseloads that go unnoticed by leaders and government officials. I know that my fellow special education colleagues feel the same way. Ensuring the continuous retention of qualified teachers for these critical teaching positions will positively impact students, schools, and their communities. Sustaining and affirming differentials as a reliable tool in its recruitment and retention efforts will in my opinion provide all of our students in Hawaii with a robust educational experience.

Please vote in support of all teachers in Hawaii by passing SB2820.

Mahalo for your time and the opportunity to testify.

**SB-2820-SD-2**

Submitted on: 3/15/2022 3:22:54 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Jennifer Azuma Chrupalyk	Individual	Oppose	Written Testimony Only

Comments:

Moving teacher salaries around like a pawn in a game of chess is a poor decision because it creates disparities among an already overworked and underpaid division of employment.

Hiring from out-of-state is another poor decision.

**Advertising education incentives through high school and job centers** to get locals to become teachers - there is a solution that addresses our workforce efficiency, empowers our community, maintains efficiency in the DOE on all levels, and keeps our community supportive of one another.

Rather than giving teachers incentives for producing high scores on measurement tests is another poor decision that leads to unethical practices in the classroom. If you want to relieve your faculties of financial stress and keep your budget low while improving the system, you are going to need to invest in the teacher's time efficiency by increasing your supply budgets and providing schools with a static budget to increase their supplies in the freed manner that suits their schools. More importantly, you need to pt the rural schools on the priority list because they are *always* on the back burner, which indicates that their needs are the longest lists out there.

By increasing feasibility in the education sector, you have to equip the teachers with the tools that they need, which is a benefit in and of itself. You are making their job possible. Right now, and for a long time, it was *impossible*. Also, for teachers who have been teaching from home online, they need to have 30% of their OH [*overhead*] costs covered.

Your current EA [*educational assistant*] program is highly inefficient. First of all, the turnover rate would slow down if the employees gained skills. But as I recall, there aren't enough staffing development days for them to participate in. Therefore, uneducated and doing their best, they provide a stream of turnover and present liabilities for the schools, then cost while on unemployment. This practice has too many negative implications and is not feasible.

It would be prudent to invest in the EA development by setting aside one work day per week for their development - *on the clock*. Then, move forward with a one time bonus for a stronger commitment with the DOE. That would build relationships a lot stronger both - in the community as well as cohesiveness between EA and DOE. The development days should come in the form of all of the local social service nonprofits taking one week in each school to provide one-day certificate development classes, which at the end of the school year, the EA with the

most certificates can achieve a one-time bonus. That would positively impact our community strongly.

Additionally, as the Hawaiian language is an official language of the State of Hawai'i, all elementary schools should be host sites for the language to be taught. This closes the gaps between demographics and creates an overall cohesiveness, while providing inspiration for locals to step up to fill all of the vacant positions within the DOE.

**SB-2820-SD-2**

Submitted on: 3/15/2022 3:39:39 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Jennifer Sarpi	Individual	Support	Written Testimony Only

Comments:

Aloha,

As an educator, I have watched year after year as our Special Education teachers start as brand new teachers. The amount of training and support they need as they learn to become professionals is extensive, and creates a strain on others in the school.

I support this bill because differential pay is essential to retain special education teachers and others.

Thank you for your consideration.

Jen Sarpi

**SB-2820-SD-2**

Submitted on: 3/15/2022 3:45:38 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Sheri Preston	Individual	Support	Written Testimony Only

Comments:

Aloha!

My name is Sheri Preston and I have been a Special Education teacher at Kohala Middle School for the past 8 years. I love teaching in our small rural community but there are drawbacks. In our small community basic necessities cost more. There is a lack of affordable housing here and a very limited inventory. This contributes to the problem of being able to attract teachers and keep the good teachers we already have. The hard-to-staff differential helps to counter some of the expenses of living and working in rural Kohala.

As a Special Education teacher I love working with my students who all have a unique set of needs. To do my job well requires more meetings and paperwork to file, more involvement with students and communication with their parents, and more coordination with other teachers and administrators. My job also requires flexibility with subject matter and more legal liability. The Special Education differential helps to support the extra time and work my fellow Special Educators and I put into our profession.

Please help support our teachers in rural Kohala who need the differentials to stay in the profession and educate and serve our keiki.

Mahalo for your time,

Sheri Preston

Kohala Middle School

**SB-2820-SD-2**

Submitted on: 3/15/2022 3:58:01 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Katrina Karl	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice Chair Kapela, and members of the Committee,

My name is Katrina Karl and I am a teacher at Waipahu High School. I urge you to pass SB2820. The pay differentials related to this bill will undoubtedly aid in teacher recruitment and retention, improving teachers' financial situation and compensating them for the additional unique challenges of each of these roles. Mahalo for the opportunity to submit testimony.

Katrina

**SB-2820-SD-2**

Submitted on: 3/15/2022 4:01:42 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Winter leuteneker	Individual	Support	Written Testimony Only

Comments:

Dear Committee Members:

I am writing on behalf of supporting SB2820.

I am a Special Educator for over 20 years. The time and energy put in daily for all the extra paperwork is only one reason to continue to fund this bill. I have done so much for the Special needs population & having this extra is showing us the respect we deserve. Hawaii was one of the only states who did not give a stipend for Sped.. now that we have been getting it.. please do not take our dignity away! With the cost of everything going up.. it would hurt my family quite a bit without this pay.

Thank you for your time

**SB-2820-SD-2**

Submitted on: 3/15/2022 4:17:51 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
De Austin	Individual	Support	Written Testimony Only

Comments:

**Chair Woodson, Vice Chair Kapela, and members of the Committee,**

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

**Teachers in Hawaii are underpaid, and this impacts education on many levels. I've written before about the low pay drives away future educators, and the few educators means larger class sizes. Larger class sizes negatively impact learning, studies have shown.**

**Yet what about our students in special education? Their needs require more specialized attention and support. Also, the Hawaiian islands has a diverse geography, where some schools are located in areas which are difficult to reach. Additionally, Hawaii honors the legacy of Hawaiian culture and her people with Hawaiian language immersion schools. All of these situations must continue to include pay differentials for teachers who are willing to commit to teaching special needs students, geographically hard-to-fill areas, and to maintain Hawaiian language immersion schools.**

**The special souls who choose to teach in these situations are not asking for anything more than they deserve.**

**Please vote in support of Senate Bill SB2820 SD2.**

**Thank you for the opportunity to testify.**

**Respectfully,**

**D Austin**

**Kihei, Maui**



**SB-2820-SD-2**

Submitted on: 3/15/2022 4:28:00 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Phyllis Gurlen	HSTA	Support	Written Testimony Only

Comments:

My name is Phyllis Gurlen and I teach 7th and 8th grade english at Waianae Intermediate School in Waianae, Hawaii, and I support SB2819.

The teachers at our school and Leeward complex that have shouldered the burden of compression do this for the love of the children and families. The money is needed and yet they continue teaching enduring the fiscal punishment incurred. It is a fact that 50% of new teaches will leave the profession within their first five years. In this time of change, let's value the static pillars of our system and recify the pay they have earned. Thank you

Chair Woodson, Vice Chair Kapela, and members of the Committee.

I am submitting testimony in support of Senate Bill SB 2820, SD2

My name is Kate McDonough and currently I teach special education at Kawanānakoā Middle School in Honolulu District. I have been teaching special education K-12 for 13 years. I was hired as an emergency hire and decided to attend UH to receive a special education degree. I have taught in elementary, middle, and high school. Each year is a new experience and I often ask myself, "why am I doing this." At the end of the day, it's for the students who inspire me and the deep desire to help others, especially those who struggle with disabilities. Hawaii is a special place as all of you know. I have grown in ways unimaginable anywhere else and I want to stay and continue to support students with special needs here.

Special education is a stressful job and I have outlasted many colleagues. Imagine doing a workload that is almost like having two jobs and the stress involved in having many responsibilities at once. There is never a dull moment to say the least and each year is different. The differentials have helped me financially and have prevented me from seriously considering relocating to another more affordable state or leaving the field.

I have witnessed many teachers relocating because they just can not afford the cost of living here; I have also seen teachers decide to leave the field because it's just too hard. A shortage of special education teachers also means that those of us who stay have larger caseload responsibilities that are most times unrealistic. These take time away from not only our students but also supporting our personal health and well being so we can be the best we can be. Again, please support Senate Bill SB 2820; the differentials have helped me significantly to continue to work in special education and to stay in Hawaii against many odds.

Thank you for the opportunity to testify.

Sincerely,  
Kate McDonough

March 15, 2022

My name is Maryann Aguinaldo and I teach at Iao Intermediate. I am a Special Education and have been with the HDOE for over 23 years. It is very disheartening to know that teachers are not valued by our government, especially those of us who have dedicated our lives for our na keiki in the islands.

Being raised in Hawaii, I love the teachers I had growing up. When I was in the 3rd grade, I knew I wanted to be a teacher. I started teaching special education in 1997 and this is my 24th year of teaching. I have a Master's in Education. I also have reached the end of the class status for teachers (Class 7). Pay increases for me can only happen through years of services. I've been through the 3 weeks teacher strike and the furlough when Lingle was Governor and I believed that teachers could prevail and I continued to teach. I was single then. Now I have a young family. Unfortunately, what I make now with the SPED differential, my family is living paycheck to paycheck with my daughter currently in kindergarten and my son completing preschool. We had to use our tax returns to help pay for his tuition as we make too much to be eligible for any financial assistance or scholarship.

Every year, there seems to be an increase of students needing IDEA services and that number continues to rise as online/distance learning have negatively impacted students as they reentered the school campus full-time this year and demonstrate difficulty knowing grade level standards or even 1-2 levels below their current grade level. This will increase in special education teachers' workload as many schools do not have positions filled as we try to support IDEA students in the inclusion setting as well as in the resource/pull-out setting. I currently try to support my team's 4 core inclusion teachers but that is just me having to know what is happening in each class while providing support in the means of modified work or pulling students to work with me 1:1 or in small groups.

I technically have 7 more years until I can officially retire from the DOE. The thought of retirement is a reality with each year that passes. I could then sub and not have the stress that comes with teaching or even find a part time job that would make up the difference in pay according to my financial advisor. But I really do enjoy teaching and working with teachers who are in it for the students. I want to also make sure the "good" teachers stick around to influence my son (wants to be a police officer) and daughter (who wants to be a teacher, yes a teacher) when they go through the next 12+ years of public education in their island home Maui. I would love to continue teaching with respectful pay that is due, especially as a local teacher with no intentions of moving elsewhere.

Teachers deserve to have the salary compression fixed, Senate Bill 2819, SD2 and shortage differential Senate Bill 2820, SD2 continue to stay and serve our na keiki, our na ohana, and our communities. Our students are worth the investments. My children are worth the investment. Our communities depend on these investments.

Sincerely,

Maryann Aguinaldo, M.Ed.

Special Education Teacher, Iao Intermediate

**SB-2820-SD-2**

Submitted on: 3/15/2022 5:16:27 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Dawn LW Shiota	Individual	Support	Written Testimony Only

Comments:

Please support S,B, 2820. My name is Dawn Shiota and I have worked for the Department of Education for over 24 years. I am currently a School Counselor at King Kekaulike High school. I am writing to you all because I am very concerned about the chronic teacher shortage and the concern that we will be seeing many more Educators leave at the end of this school year. This current transfer posting in March 2022, I saw over 1,800 vacant Educator (Teacher, SSC, Counselor, etc) positions in the Hawaii Department of Education. This is the most that I have seen in my 24 years with the Department of Education. Yet, we still have not seen the next posting for Teacher transfer which will be coming up next month which will give us a better idea of the teachers who will be retiring or leaving the at the end of the end of the year for other professions or to return to other states who better comensate teachers. Many of my colleagues have stated to me that they are tired, frustrated, and it feels like we have to beg to get compensation for what we truly deserve. It is very disheartening.

Many of my esteemed colleagues who still could continue working might consider staying a few more years if they are compensated adequately. This compensation package affects about 8000 Educators and would keep our current teachers here in Hawaii and might attract other teachers to come. Our children deserve to have highly qualified teachers to educate them and this bill with attract and retain highly qualified teachers. Thank you for your time.

**SB-2820-SD-2**

Submitted on: 3/15/2022 5:23:05 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Mike Landes	Individual	Support	Written Testimony Only

Comments:

Chair Woodson, Vice Chair Kapela, and members of the Committee,

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

Mahalo for your time,

Mike Landes

**SB-2820-SD-2**

Submitted on: 3/15/2022 5:43:26 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Tui Moe	Individual	Support	Written Testimony Only

Comments:

**I am in support of Senate Bill [SB 2820, SD2](#)**

**My name is Ms. Moe and I was born and raised here in Honolulu, Hawaii. I am a Highly Qualified Special Education Teacher at Kaimuki High School (KHS). I work with students with multiple disabilities including autism in a Fully Self-Contained (FSC) classroom that uses Community Based Instruction (CBI),. I have worked with special needs students since 2001 and absolutely love my job. I pursued higher education (Master's degree) in Special Education in order to better service the population I work with and continue to seek ways to improve my passion for my students' growth and learning. I love my job and want to continue working in Hawaii as a SPED Teacher.**

**I am sincerely grateful for the differential and ask for it to be continued for all SPED Teachers. As a single mother of four children, I struggle with the high cost of living here in Hawaii. Rent takes up about 66% of my monthly income (this percentage is higher without the differential) and with the increasing cost of food and gas, it is hard to get by.**

**The pandemic has not only changed the face of education but is changing our way of life here on the islands. Please continue the differential pay. Discontinuing the differential pay will have a negative impact on my financial situation at home and it will force me to make hard decisions.**

**Thank you for your time.**

**SB-2820-SD-2**

Submitted on: 3/15/2022 5:57:53 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Erich Smith	Individual	Support	Written Testimony Only

Comments:

Hello,

I have taught science in the Hawaii DOE for 25 years. I enjoy pushing students to ask questions and understand the natural world around us. Unfortunately I struggle to make ends meet. I have a masters degree and have taken the maximum amount of professional development credits. I am still not at the top of the pay scale. Many teachers are turning to other professions or teaching at private schools due to lack of compensation. This bill would make a real difference for the retention of experienced educators. Thank you for your support.

**SB-2820-SD-2**

Submitted on: 3/15/2022 6:04:36 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Cynthia McAnish	Individual	Support	Written Testimony Only

Comments:

I urge you to support this bill to continue differentials for special education, immersion and geographically hard to fill locations. We continue to serve this profession in some of the hardest roles and deserve to be compensated for our efforts for the children of Hawaii.



**SB-2820-SD-2**

Submitted on: 3/15/2022 7:44:39 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Wendy Nickl	Individual	Support	Written Testimony Only

Comments:

**Dear Chair Woodson, Vice Chair Kapela, and members of the committee,**

**I am submitting testimony in support of Senate Bill 2820, SD2. My name is Wendy Nickl, and I have worked as a public school teacher for 34 years in the State of Hawaii. I am currently a teacher at Kohala Middle School, in the West Hawaii district of the island of Hawai'i.**

**I am a recipient of the geographic hard-to-staff shortage differential, and having this differential has allowed me to stay in this profession I love.**

**I am the registrar, curriculum coordinator, and testing coordinator at Kohala Middle School. At my small school, I also serve as the Title 1, AVID, GEAR UP, CFES, and Advisory coordinator, and sit on many school and community committees. We all must wear many hats at our school due to a lack of adequate funding for rural schools. The hard-to-staff differential is an incentive for me to continue to support our students, families and staff instead of retiring. I bring a lot of expertise and experience to our school, and would like to continue in my roles.**

**I am the main source of income in my family, and the hard-to-staff differential has helped my finances at home, with a retired disabled spouse, a mortgage, and a child attending college.**

**Please know that the geographic hard-to staff differential makes a tremendous difference in the living conditions for all teachers, whether new, in the middle of our careers, or continuing to contribute to our communities as veteran teachers.**

**Thank you for reading my testimony. Please vote in support of Senate Bill 2820, SD2.**

**Wendy Nickl**

**Kohala Middle School**

**Proud public school teacher**



**SB-2820-SD-2**

Submitted on: 3/15/2022 8:24:16 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

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

Comments:

**Aloha Chair Woodson, Vice Chair Kapela and members of the Committee,**

**My name is Rebecca Kapolei Kiili and I strongly support SB 2820 SD2 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.**

**The average public school teacher salary is already one of the lowest in the nation. And while all teachers deserve the best pay, Kaiapuni teachers have to work with less resources because Hawaiian language curriculum is not readily available to schools like the English language resources which means that Kaiapuni teachers have to spend a great deal of effort and time either translating or creating curriculum entirely on their own. These added hours are not compensated for by the HIDOE despite the fact that teachers are doing what the HIDOE should be providing to Kaiapuni schools. The lack of equity has been grossly overlooked for too many years by the BOE and HIDOE. Kaiapuni teachers have to go above and beyond just to ensure that everyday teaching and learning can be maintained for their students. Kaiapuni teachers deserve**

**differential pay for all the extra long hours they spend to create curriculum, work with families, and lead their communities.**

**Within the HDOE policies and federal laws like NCLB, Kaiapuni teachers have had added barriers to maintaining their status as highly qualified because of the misalignment in federal and state policies as well as internal policies of the HDOE. As a high school Kaiapuni teacher, holding three state licenses, two Bachelor's degrees, one Master's degree, and one almost complete Ed doctoral degree, I have had to still earn a highly qualified (HQ) status. I have paid for Praxis exams, fees for National Board Certification, and other courses to meet the highly qualified status which is added costs directly out of my own pocket. None of these expenses were reimbursed.**

**Again, while I believe that all teachers deserve the best pay, when comparing the workload of Kaiapuni teachers and SPED teachers to our colleagues, there is no doubt that we put in way more than we get compensated for, every day, every week, every month, every year. We deserve this differential pay in every way. Please pass and approve this measure.**

**Thank you for your time and most importantly your support.**

**Mahalo,**

**Rebecca Kapolei Kiili**

**Maui**

**SB-2820-SD-2**

Submitted on: 3/15/2022 8:27:36 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Yasuko Lawrenz	Individual	Support	Written Testimony Only

Comments:

I am submitting testimony in support of SB 2820, SD2 Relating to teacher compensation (teacher differentials). I am a parent of a special needs child on the island of Hawaii. I know that special education is a difficult field and it is not easy to recruit and retain special education teachers. Please continue to offer differentials so that our keiki will be taught by licensed special education teachers with experience. Sadly, I have seen many of my child's former special education teachers leave HIDOE and return to the mainland. Considering the high cost of living here in Hawaii, salaries must be competitive enough to retain good teachers.

Thank you.

**SB-2820-SD-2**

Submitted on: 3/15/2022 8:32:34 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Anjanette Naganuma	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice-Chair Kapela, and members of the Committee.

I am Anjanette Naganuma of Lahainaluna HS, Maui District. I am writing in support of Senate Bill 2820 SD2, 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 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. Way too many West Maui teachers live in Kihei, Kahului, Wailuku, and even Upcountry. Without the financial incentive to look past the commute time and gas cost, staffing West Maui schools will become prohibitively difficult. And that doesn't even take into account teachers who are leaving simply because they can no longer afford the "paradise tax" of living in Hawaii.

Continuing the differentials, along with raising the pay for all teachers, will make a huge difference in retaining quality teachers. Remove the differentials, and I will not be surprised to see the HDOE hemorrhage teachers, especially in hard-to-staff schools like mine.

Please vote in support of SB2820 SD2.

Mahalo for your time.

---

**Benjamin Duke**

Kailua-Kona

March 15, 2022

Re: SB2820

Committee on Education

Rep. Justin H. Woodson, Chair

Rep. Jeanne Kapela, Vice Chair

Aloha Chair Woodson, Vice Chair Kapela, and Members of the Committee,

My name is Benjamin Duke. I am a High School Math and Writing teacher at West Hawaii Explorations Academy PCS on Hawaii Island. I am submitting testimony in support of SB 2820.

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. Our teachers are worth it as they are important for the future of our keiki.

I have been teaching for the past 22 years (the last 15 in Hawaii) and see the value of our public education in the growth and transformation of the students I have worked with. It has been a struggle to make it work in Hawaii, especially now that I have a family with two children. Salary compression in Hawaii has resulted in far less salary growth than I would have seen had I continued teaching in Washington, DC public schools. Now that my children are getting older, I have to begin thinking about the cost of their higher education. It has been nearly impossible for me to put away any money over the years and I think teachers should be fairly compensated for their important role we play. By passing this legislation, this will keep our most qualified public school teachers, librarians, and counselors here in the state working with our most valuable resource- our keiki.

We need your help. Mahalo.

Benjamin Duke

West Hawaii Explorations Academy PCS

Hawaii Island

**SB-2820-SD-2**

Submitted on: 3/15/2022 9:25:20 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Angela Huntemer	Individual	Support	Written Testimony Only

Comments:

Aloha Chair and Committee Members,

Careful consideration and following the law in everything we do and say as special education teachers and care coordinators makes sure that the State is not embroiled in lawsuits. I am a special education teacher with 17 years experience. Please continue the differential payments. Ideally ALL teachers would get more money. I do not know much about the other positions currently getting differential payments but as a special education teacher I have typically spent 10 hours a week in addition to my usual teaching and paperwork load, working on Individual Education Plans and analyzing data. This is usually a weekend day and ensures that the Federal Laws and State procedures are followed. Please support the continuation of differential payments for these difficult to fill teaching positions. Mahalo.



**SB-2820-SD-2**

Submitted on: 3/15/2022 9:29:49 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Alana Haituka-Fernandez	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice Chair Kapela, and members of the Committee,

I am submitting testimony in support of Senate Bill SB2820. As the mentor teacher to many of the new teachers at our school, I can attest that the differentials are making an impact in reducing our turnover rate. I have worked for the past 17 years at Honoka`a High and Intermediate School on the Big Island. I love our town! It is tiny and doesn't even have a stop light. It takes over an hour to get to a Target, Walmart, or Costco. It's a beautiful place, but being so remote makes it difficult to get and retain staff. We've worked hard to make our school a desirable place to work and thrive, even creating our own program for both new teachers and those who are new to our school. Still our high turnover rate and ongoing difficulty finding qualified staff has always been a problem. This, in turn, directly impacts the educational opportunities of our students. Nothing has helped as much as the differentials. Please, for the sake of our students, continue the pay differentials that support teachers who choose to work in our most rural communities.

Mahalo for the opportunity to testify,

Alana Haituka-Fernandez

Hearing Date: March 17, 2022

Hearing Time: 2:00 PM

Hearing Place: Conference Room 309, State Capitol

**RE: SB 2819 & 2820 RELATING TO TEACHER COMPENSATION**

Dear Chair Justin Woodson, Vice Chair Jeanne Kapela, members of the Committee on Education and Chair David Tarnas, Vice Chair Patrick Branco, and members of the Committee on Water & Land:

My name is Shelby Loo and I am a National Board Certified Mathematics teacher at Waimea Middle Public Conversion Charter School who resides with my husband -a Hawai'i County Police Officer, and our two children in the Hamakua district on the Big Island. I have been a teacher at Waimea Middle School for the past 17 years, serving as the sixth-grade level chairperson and currently the Math Department Head and a member of our School's Leadership Team for the past 14 years. I am submitting testimony in support of SB 2819 & 2820.

**SB 2819 - Teacher Compensation - Salary Compression**

**SB 2820 - Teacher Compensation - Differentials for SPED, Hard-To-Fill & Hawaiian Language Immersion teachers**

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. Fixing the compression issue will place our teachers, such as myself, where they should be for their many years of service and the very long arduous hours they dedicate to supporting students. Further, 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 to ensuring the next generation has the essential skills to thrive.

The cost of housing, child care, food, and fuel has exceeded wages earned for a while now, but has become an even bigger issue in light of the pandemic. I have seen friends leave the profession and or move away from our State in order to seek better living conditions on the mainland. If we don't compensate our working class appropriately, I predict we will continue to lose members of our working class who provide essential services and this will be detrimental to our communities.

I am passionate about my job and find value in the day to day work that I do with my 6th grade students. It is my hope to inspire them to become lifelong learners who dream big, work hard, and are always humble and kind community contributors. The job is demanding, even more so in recent years with the challenges that the pandemic has presented, and requires that I serve some of our most neediest students who require extra compassion, care, and encouragement. It is a 12+ hour a day job that often requires that I put time in over the weekend or after tucking my children in at night in order to be effective for my students.

When considering these measures please be sure to include Public Charter Schools along with the HDOE schools, as we are equally as deserving of appropriate compensation.

We need your help to rectify this issue and continue to ensure that we can attract highly qualified teachers for our keiki. Please vote in support of Senate Bill 2819 and 2820.

Mahalo for your consideration.

Shelby Loo

6th Grade Mathematics Teacher, NBCT

Math Department Head, Waimea Middle PCCS

Kamuela, HI 96743

(808)887-6090

**SB-2820-SD-2**

Submitted on: 3/16/2022 12:30:07 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Laurie Tam	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice Chair Kapela and members of the committee,

I am a Hawaii public school teacher of 24 years on step 9. I am 4 steps above beginning teachers. I have never taken time off and have only moved 4 steps since I began my career in teaching. It is becoming more difficult to keep up with inflation and live comfortably. I feel we are not being treated as professionals. More and more friends in the teaching profession are retiring early or moving to the mainland where they will be able to own a home and live comfortably. I am fortunate to live in a family home without a mortgage but still worry daily about daily expenses. Everything seems to go up with inflation except our pay. I love my job. My children at school will be the future one day and I don't feel that the teaching profession will be a good choice for them. Please consider passing SB2820 SD2 for the future of teaching!

Thank you for your time and consideration,

Laurie Tam

**SB-2820-SD-2**

Submitted on: 3/16/2022 3:56:45 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Jeffrey Temple Stabile, Jr.	Individual	Support	Written Testimony Only

Comments:

As I have testified previously, I am a long-time teacher of Special Education at Ewa Beach Elementary, Waimalu Elementary, and the Hawaii School for the Deaf and the Blind, having worked for over two decades, and have put in a great deal of "above and beyond" work that cannot be done during the work day. I have prepared Individualized Educational Programs and run IEP meetings, participated in tri-ennial re-evaluation meetings for my students to evaluate whether they continue to be eligible for special education and related services; added draft present levels of educational performance information and draft goals/objectives for IEPs when I am involved with a student but am not the assigned IEP care coordinator for that student; spent time contacting and explaining IEPs to parents and guardians; taken data to document the need for additional specialized services for the many students I have worked with who have multiple disabilities; documented nursing hours in our Student Information System; crafted, implemented, and provided progress monitoring for Behavioral Support Plans for students whose social and emotional functioning at school manifested in problematic behavior; adapted - even created - curricula to meet the needs of deaf students who often do not have ease of access to curriculum in their first, natural language (these efforts include making deaf-reader-friendly versions of existing curricula, making ASL interpreted versions of existing curricula, and devising hands-on curricular materials to help make abstract concepts more accessible for deaf students); and taught an incredibly diverse number of electives, ranging from Yearbook to Dance to PE to Health to HTML programming to Study Skills to Academic Decathlon to Drama to Personal Finance to Expository Writing to Swimming and Diving Lessons - most of which required extra preparation and planning, as they are not in my area of expertise and I needed to learn them from scratch prior to teaching them - all in service of providing opportunities for students to earn needed graduation credits and, more importantly, providing students with opportunities to enjoy learning things they are interested in and might not otherwise get a chance to experience, given the small population of our school and concomitant small staff. A great deal of this extra work has been/is done after hours, as regular work hours are taken up with the business of teaching classes, grading assignments, prepping for core classes, and fulfilling administrative initiatives through departmental collaboration meetings. The differential pay that has been in place over the last two years has not only been a great incentive to continue with the above-and-beyond nature of my work as a teacher at HSDB, but also has afforded me a certain sense of ease regarding my financial situation, and allowed me to be more emotionally and psychologically prepared to meet the ongoing challenges of teaching an all-Special Education population twenty-plus years into my tenure with the Hawaii DOE. I strongly urge the Senate to pass SB2820 to continue pay differentials to Special Education teachers, differentials which fairly compensate them for all the

additional work they do in educating Hawaii's students with disabilities. Thank you very much for your consideration.

**SB-2820-SD-2**

Submitted on: 3/16/2022 6:49:14 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Nicole Ilae	Individual	Support	Written Testimony Only

Comments:

Chair Woodson, Vice Chair Kapela, 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.**

Thank you for allowing my testimony.

Nicole Ilae

**SB-2820-SD-2**

Submitted on: 3/16/2022 7:38:43 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

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

Comments:

As a SpEd Teacher this year has been a doozy and I don't think in the next four years it will improve.

I started teaching four years ago. I had 9 cases. Four years later I have 16 cases and we still have 2 more months of school.

Due to Covid we at the secondary level are seeing new students to SpEd services at record highs. After speaking with my department head we recognized this is a trend and our case loads are only going to keep going up.

Handling 9 cases was hard and time consuming. The differential barely makes up for the added work load that we carry. Try and double the case load the differential does not help or entice teachers to stay in SpEd.

Care Coordinators at the secondary level are also tasked with trying to get non SpEd teachers on board with the push for inclusion. Due to their lack of training, tenure, it is like fighting a battle one can't win. So the added stress, frustration, and liability falls on our shoulders. Admin is no help due to protections by the union.

Our education is so broken that this is just a very small move in the right direction. The differential should now be doubled due to the doubling of our caseloads. Maybe differentials should be based on case load and the number of students taught who receive SpEd services.

I am a resource teacher who is expected to teach three different subjects in a day with no EA and often times with class sizes that everyone agrees exceeds what it should be. Each semester is different subjects. This means I have to prepare class material for six subjects a school year. Teachers often refer to this as preps, so I have 6 preps a year.

Gen Ed teachers often only have one or two preps.

I hope what I have shared with you helps you understand what we deal with as SpEd Teachers. this differential helps but is no where near what we truly deserve. Retention is key and at least this is a beginning.

Please vot yes for this bill.





**SB-2820-SD-2**

Submitted on: 3/16/2022 7:43:37 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
cheryl B.	Individual	Support	Written Testimony Only

Comments:

I support this bill.

As a general education educator for almost 40 years, I can tell you that all educators work hard. I can also tell you that Special Education teachers have all of that and the additions of IEP writing, parent meetings on top of all the other educational demands. They are in a unique place in the system and should be compensated for their additional responsibilities.

Please help continue this important compensation.

**SB-2820-SD-2**

Submitted on: 3/16/2022 7:48:30 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Derek Bishop	Individual	Support	Written Testimony Only

Comments:

Subject Line: Testimony in Support of SB 2820, SD2

Aloha Chair Woodson, Vice Chair Kapela, and members of the Committee,

This is my testimony in support of SB 2820, SD2. 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. Please invest in your teachers who are willing to work in remote locations and serve the most challenged populations. I wish to thank this Committee for the opportunity to testify.

Mahalo,

Derek Bishop

**SB-2820-SD-2**

Submitted on: 3/16/2022 8:04:31 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Chrystie Isaacs	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice Chair Kapela, and members of the Committee,

I am submitting testimony in support of Senate Bill 2820 SD2. Currently, I am a teacher in Central District. I am in full support of this bill because I have personally held a teaching position in the Waianae Moku during the first 5 years of my teaching career. There are many different kinds of challenges teachers encounter on a daily basis. I have personally experienced the challenges and believe teachers that choose to teach in hard to fill areas should be compensated accordingly. There are issues of homelessness, instability in the lives of the children, drug and substance abuse, domestic abuse, theft, and many families struggle just to make ends meet. It would be helpful for the state to compensate these teachers that are willing to sacrifice their time beyond our normal teaching work hours. I am in full support of SB 2820 SD2. Please vote in support of Senate Bill 2820 SD2. Thank you for the opportunity to testify.

Mahalo,

Chrystie Isaacs

**SB-2820-SD-2**

Submitted on: 3/16/2022 8:15:44 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Desiree Abreu	Individual	Support	Written Testimony Only

Comments:

Aloha. I am a teacher of children with special needs who returned to the classroom because of the salary differential. I humbly ask for your support of SB 2820. Mahalo.

**SB-2820-SD-2**

Submitted on: 3/16/2022 8:22:18 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Erin Mendelson	Individual	Support	Written Testimony Only

Comments:

Dear Legislators,

The special education differential has pulled me back into the classroom from a district position. The compensation incentivized the move. I usually hold a second job, but with this compensation I decided to focus on my teaching and curriculum this semester. This benefit is important in keeping special education classroom positions filled with high qualified teachers. There are a lot of wonderful educators who depend on this additional compensation to keep afloat.

Thank you,

Erin Mendelson

**SB-2820-SD-2**

Submitted on: 3/16/2022 8:58:55 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
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-SD-2**

Submitted on: 3/16/2022 9:13:41 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Mara Saltzman	Individual	Support	Written Testimony Only

Comments:

Aloha Legislators,

I have been a public school teacher in Hawaii since 2007. With the high cost of living and poor conditions in Hawaii schools, the differentials have motivated me to stay on as a teacher in Hawaii. The poor teacher pay in Hawaii has not been motivating enough but with the differentials for special education and remote district teaching, I have been able to afford to live and work here. The workload for special education documents is astounding and special education teachers should be compensated for it. Many special education teachers teach all day and then work on the documentation at night and on weekends, like myself. Please pass this bill for the children.

Thank you.

Sincerely,

Mara Saltzman

**SB-2820-SD-2**

Submitted on: 3/16/2022 9:20:10 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Brook Cretton	Individual	Support	Written Testimony Only

Comments:

Chair Woodson, Vice Chair Kapela, and members of the Committee,

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



## TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

RE: SB 2819 Proposed SD2 and SB 2820, SD2, RELATING TO TEACHER COMPENSATION STEPS and DIFFERENTIALS, respectively.

WEDNESDAY, March 16, 2022

Chair Kidani and members of the Education Committee:

My name is **Helen W. Lau**. I am a teacher at **Moanalua High School** in **central district** on **Oahu**. I am submitting testimony in support of SB 2819 SD2. I have been in support of fair teacher compensation since 2020 SB2488.

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. Our teachers are worth it as they are important for the future of our young people.

I began teaching in 2008. That first year was my hardest. Harder than my previous work in the business world as a marketing professional. Yet, I would look forward to Mondays for the students energized me and I always sought to meet the challenge of teaching them and learning from them.

Now, as I had settled into teaching two subjects – namely English and Chinese – I see dividends from my early efforts every day. I lecture less; I let students learn from each other. I would model a skill, then we practice, then each student tries it on his/her own. Their peers evaluate their individual efforts; I contribute feedback as needed. In Chinese, these methods expose students to a language and culture that they may not have been born into. With added practice, they advance into conversing and handling daily transactions, even discussing current events and deeper topics. Besides helping students gain Chinese literacy, these methods help students in my English classroom advance their critical thinking and communication skills. They begin with personal stories and evolve to see their role in a community of citizens, thereby gaining a public voice. Students see their efforts pay dividends as they go on to college with scholarships or qualify to train in their chosen vocation.

Giving students a fighting chance is what teaching in a public school is about.

A former student who had graduated as valedictorian at our school is now a teacher at an elementary school in Kalihi, my old neighborhood. Her classmate is scheduled to do her student teaching next fall and her gift is her patience coupled with her bilingual Chinese background, but she is hesitant because so many other people are telling her not to become a teacher.

Why would they do this? I love teaching and I can see her blossom in the profession. But if the concern is on future income, I can only agree. There has been no financial dividends since I have become a teacher. In fact, when my daughter was applying to colleges, I discovered that she qualified for free and reduced school lunch. This is based on my income as a single-parent with two children after a decade with the HIDOE. While I reaped tremendous dividends in job satisfaction, no dividends accrued in my bank account. Since the COVID pandemic, I lost income from tutoring and translation. In addition, there has been a reduction in my teacher pay due (21 hours of professional development.) One paycheck is no longer enough to cover rent for me. Over half of my income goes to just housing!

I hope that you can right this wrong this time.

My sincere thanks,

Helen W. Lau

Moanalua High School

Central District

Oahu

**SB-2820-SD-2**

Submitted on: 3/16/2022 9:24:34 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Irene Barber	Individual	Support	Written Testimony Only

Comments:

**Aloha Chair Woodson, Vice Chair Kapela, and members of the Committee,**

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

**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 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**

Aloha Chair Woodson, Vice Chair Kapela, and members of the Committee,

I am submitting testimony in support of Senate Bills:

- [SB 2819, SD2](#) Relating to teacher compensation (salary compression)
- [SB 2820, SD2](#) Relating to teacher compensation (teacher differentials)
- [SB 3209, SD2](#) Relating to teacher professional development (21 hours)

My name is Roxane Yi. I have been a teacher in the Honolulu district for 18 years. During that time, I have seen many changes. None more so than in the past few years. For a long time the teacher population at my school was stable. However, even with the best administration, there has been an exodus of teachers. Many of them are the best that I have worked with. Some chose to take an early retirement, some chose to work at private schools, some have moved to the mainland, and some just quit teaching altogether. It was difficult to fill their positions. Let me tell you, the teacher shortage is real! When reputable schools such as the one I work at have difficulty filling a teacher position, you know there's a problem.

I support these bills because with their passage, we will be able to retain those bright teachers with the most expertise. This in turn will benefit our schools and students.

Additionally, as someone who has been teaching for 18 years, I have been stuck in the middle of the pay scale. We all know the cost of living is high, added to that the high rate of inflation we are now experiencing. Paying teachers a fair wage with regular steps for years of service will convince teachers to stay in the profession a few more years, preventing the teacher shortage crisis from getting worse.

Finally, please vote yes on the bill to restore educators' 21 hours of job-embedded professional development, which was removed from the contract last year due to budget cuts, resulting in a 1.5% pay reduction for teachers. Restoring paid professional development would provide teachers the chance to hone their skill set and achieve higher pay while being compensated for conducting work activities outside of regular working hours. This paid time is beneficial for seasoned and new teachers alike. It is a time set aside where we can share our expertise with one another and learn new things together.

Please vote in support of Senate Bills:

[SB 2819, SD2](#) Relating to teacher compensation (salary compression)

[SB 2820, SD2](#) Relating to teacher compensation (teacher differentials)

[SB 3209, SD2](#) Relating to teacher professional development (21 hours)

Thank you for giving me the opportunity to testify.

Sincerely,

Roxane Yi  
Grade 5 Teacher  
Wilson Elementary School  
Honolulu District

**SB-2820-SD-2**

Submitted on: 3/16/2022 9:44:37 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kalelani Ogata	Individual	Support	Written Testimony Only

Comments:

Chair Woodson, Vice Chair Kapela, 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 financially 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 educators into these positions that no one else wants. Please vote in support of Senate Bill SB 2820. Thank you for the opportunity to testify.

TESTIMONY BEFORE THE HOUSE EDUCATION COMMITTEE ON EDUCATION

RE: SB 2820, SD2 – RELATING TO TEACHER COMPENSATION

THURSDAY, MARCH 17, 2022

LAVERNE MOORE, SPECIAL EDUCATION TEACHER

Chair Woodson, and Members of the Committee:

Chair Woodson, 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, 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, SPED state and federal mandates, procedures, paper work, training and retraining, reevaluation, eligibility and IEP meetings makes one ask, why are we still teaching?

To be honest, 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.

**SB-2820-SD-2**

Submitted on: 3/16/2022 10:27:23 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Justin Hughey	Individual	Support	Written Testimony Only

Comments:

**Aloha,**

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 they it won't be taken away.

Stay Safe,

Justin Hughey



**SB-2820-SD-2**

Submitted on: 3/16/2022 10:33:19 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
VIOLET DEPOE	Individual	Support	Written Testimony Only

Comments:

My name is Violet DePoe and I am a teacher at Kapa'a elementary. I am writing in support of SB2820. While this bill does not affect me directly, it does affect my colleagues whom are working tirelessly with our most vulnerable students. They regularly work over their contract hours to complete IEP's and conduct meetings with families. At my school, each and every year we have Special education positions that are left unfilled. This year we have no qualified teachers a functional sped classroom that is ran by a person whose job is an educational assistant, and a revolving list of substitute teachers. These positions are more likely to be filled if these salary differentials are kept in place. The teachers we do have in the sped department have stayed in part due to these valuable differentials.

Again, I am in support of SB2820

Thank you,

Violet DePoe

**SB-2820-SD-2**

Submitted on: 3/16/2022 10:37:38 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kristin Evans Lindquist	Individual	Support	Written Testimony Only

Comments:

Dear Chair Woodson, Vice Chair Kapela and members of the committee.

I am submitting testimony in support of Senate Bill 2820.

I am a special education teacher at Waiānae High School in the Leeward District of Oahu. I have been teaching there for 16 years. I taught on Molokai for 4 years prior to that. I have always taught at hard to place locations and am a special education teacher.

The differentials that I have received have enabled me to remain living on the islands. Even with the differentials I have had to work extra jobs in order to pay my expenses and live comfortably. My family lives on the mainland. I have a mother who is 92. I need to travel to visit frequently. This is an additional expense that teachers from the mainland experience.

I am a National Board Certified Teacher. I have a Master's Degree in Education. I have completed all the requirements to get to the top of the pay scale, but unlike other professions my salary does not reflect the skills and hard work that I have put into teaching. The differentials are deserved and need to be continued. Besides making life more reasonable, the differentials help retain teachers in hard to place categories.

The yearly turn over of special education teachers along the Leeward Coast is appalling. Our jobs are uniquely challenging and require a lot of training in order to be successful. Our instructional time is supplemented by duties that are strictly in special education. We carry caseloads of students that we need to support and are required to write Individual Education Plans for. Juggling our unique responsibilities is stressful and challenging. Teachers and schools benefit when these teachers receive differentials that support them and help retain them at our schools. Please support the passage of this bill.

Thank you for the opportunity to share my views.

Sincerely,

Kristin Lindquist, Special Education Teacher, Waiānae High School

**SB-2820-SD-2**

Submitted on: 3/16/2022 10:40:42 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Maile K Wikum	Individual	Support	Written Testimony Only

Comments:

Aloha,

I have been teaching in Hawai`i for 8 years now and am struggling financially. I just got a second job and will need to teach summer school along with my other second job just to make ends meet. If I find I make more in my second job I may not continue with teaching. I will be at Class 7 next semester and it is still not enough. Please support this bill so we can continue to increase our pay since we work so hard and deserve it. I hope this helps so that I do not need to keep my second job. Thank you for listening.

**SB-2820-SD-2**

Submitted on: 3/16/2022 10:42:46 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Darci L Singlehurst	Individual	Support	Written Testimony Only

Comments:

Chair Woodson, Vice Chair Kapela and members of the Committee;

I am submitting testimony in support of SB2820. I feel all of the State's public school teachers are underpaid, and I think all of them are deserving of this pay increase. I understand Special Education is experiencing an extreme shortage of teachers, and support any and all means of increasing the numbers of Special Education teachers in Hawaii.

My area of Special Education is very specialized, Deaf and Hard of Hearing. There are not many Teachers of the Deaf, as it is considered a 'low-incidence' disability. We've had vacancies in Honolulu District and Maui County for several years now. When there is no Teacher of the Deaf to service those students with hearing loss, thier access to their education is severely compromised. It is the ethical and lawful thing to do to make sure all students recieve an equitable education.

Increasing salaries via teacher pay differentials is one way to try and make sure all students receive what they need to be successful. Please continue and expand the differentials so no student goes without, especially one that is already dealing with numerous challenges.

Please vote in support of SB2820. Thank you.

Darci Singlehurst, M.Ed.,NBCT, Windward District

**SB-2820-SD-2**

Submitted on: 3/16/2022 10:43:18 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Ashley Olson	Individual	Support	Written Testimony Only

Comments:

Chair Woodson, Vice Chair Kapela and members of the Education 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-SD-2**

Submitted on: 3/16/2022 10:47:20 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Jonathan Silva	Individual	Support	Written Testimony Only

Comments:

Good Morning,

My name is Jonathan Silva and I've been a school counselor at King Kamehameha 3rd Elementary for 12 years. My school is in a 'Hard To Staff' region and before the Teacher differentials started, we had some of the highest turnover in the state. Teachers would move to Maui, get hired and see how expensive it is to live in Lahaina (or Hawaii in general) and either transfer to a school that has cheaper housing options or move back to America.

Once the differentials were in place, we saw a substantial drop in transfers to other schools as well as less vacant positions (filled by long term subs).

My fear is that these differentials will be taken away and our school will have a mass exodus. I'm one of those teachers that live 45+ minutes away from home and commute everyday. This differential goes 100% to cover my commuting expenses. If this gets taken away, I will 100% look for a school closer and/or look for another profession.

I am definitely not alone in this thinking. This school and community will suffer for many years trying to fill these positions as well as keeping invested, qualified staff like myself.

Looking at the bottom line perspective, the state will have to pay more for recruitment than these small differentials.

Thank you for your time and attention.

The community of Lahaina and others like it are begging you to keep these in place so that strong, veteran teachers who have ties to the community continue to serve .

Jonathan Silva

## **FROM THE PERSONAL DESK OF JULIE REYES ODA**

March 16, 2022

Thank you, Hawai'i House Committee on Education, 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 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 of various disabilities. Some kids were online and some 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.**



**SB-2820-SD-2**

Submitted on: 3/16/2022 10:51:48 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Christine Russo	Individual	Support	Written Testimony Only

Comments:

**Aloha Chair Woodson, Vice Chair Kapela, 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 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-SD-2**

Submitted on: 3/16/2022 10:51:58 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Andrea Quinn	Individual	Support	Written Testimony Only

Comments:

Dear Honorable Board Members:

Please support SB2820. There are numerous reasons to keep the shortage differentials.

Special Education positions are hard to staff because students with special needs not only require specialized attention and more curriculum planning, but often come with an assortment of behavior problems. Their parents are also typically more difficult to deal with. Additionally, special Education teachers need an additional two years of education to become licensed in special education.

Why would teachers be motivated to work with children with special needs and all the attendant challenges in working with these children and their families if they can get the same pay working in general education? As a special education teacher, I personally know of several general education teachers leaving their positions for special education positions specifically for the pay differential. Remove the differential and these teachers will go straight back to teaching general education and we will see a shortage of special education teachers by next school year.

By removing the differentials, you will also be courting lawsuits because the instruction of special needs students in their IEP goals will suffer, instruction they are entitled to by law. Before the differential, I knew of one teacher who had to teach multiple grade levels, not to mention the fact that science, music and physical education were also being neglected. Additionally, I am aware of at least two teachers who are planning to move to the mainland for better paying jobs in areas that have a lower cost of living.

Please keep the pay differentials.

Sincerely,

Andrea Quinn

**SB-2820-SD-2**

Submitted on: 3/16/2022 10:55:36 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Gordon Wong	Hawaii State Teachers Association	Support	Written Testimony Only

Comments:

Testimony for SB 2820, SD2

By: Mr. Gordon Wong

In my profession as a special education teacher there are many tasks, piles of paperwork, collaboration meetings, IEP meetings, after school parent trainings that I need to lead in so that my special education students with mild to moderate disabilities can receive the services to help them in their daily living. I have to make sure all of this work gets done and then I have to teach my students daily in the classroom. Due to the tremendous amount of time, effort, and work that goes into my workload as a Hawaii Department Public school teacher, the shortage differentials have helped me to focus more on my job as a special education and not have to worry about financial problems that can arise because the extra pay on my salary really helps to keep me afloat. As you know the high cost of living in Hawaii, covid-19 pandemic, rising food, supplies and materials costs have risen dramatically over the years but the salaries for public school teachers have not kept up with times.

I highly support SB 2820, SD2 which is related to teacher compensation in the form of shortage differentials for special education teachers, Hawaiian Immersion language teachers, and hard to staff positions in rural areas. These shortage differentials have helped to allow me to support my family better and if a teacher's family life is stable then it makes teaching in the classroom more effective.

**SB-2820-SD-2**

Submitted on: 3/16/2022 10:58:02 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Hope McKeen	Individual	Support	Written Testimony Only

Comments:

Aloha nui e nā luna kōmike Ho‘ona‘auao

We have had a teacher shortage crisis in Hawai‘i for a number of years. This has been exacerbated by COVID. These shortage differentials have been proven to make a difference. I implore you to continue funding in order to retain the best and brightest for our keiki.

We have seen a huge amount of teachers leaving the profession because they just can not afford to be a teacher. I struggle to balance my budget monthly. Living paycheck to paycheck and just barely making it. This compensation would help so many and keep the best educating our future.

Na‘u nō

Hope Pualani McKeen

**SB-2820-SD-2**

Submitted on: 3/16/2022 11:24:51 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Elizabeth Laliberte	Individual	Support	Written Testimony Only

Comments:

Aloha,

As a special education teacher for 16 years, I feel this differential addresses the need to hire and retain qualified sped teachers. Turnover, esp in special ed positions is high. It is difficult on all other teachers when there are new teachers or long-term subs filling in. Unqualified teachers are a burden because they don't have the experience in classroom management nor are they trained to do case management or IEPs. Not to mention, the students aren't getting the education they need and deserve. Please continue to fund this differential as it is working to keep teachers with more experience and seniority in the classroom.

Sincerely,

Liz Laliberte

**SB-2820-SD-2**

Submitted on: 3/16/2022 11:40:49 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Keokapukoa Kaohelaulii	Individual	Support	Written Testimony Only

Comments:

He lehulehu a manomano ka puu hana a na kumu, e kakoo aku!

**SB-2820-SD-2**

Submitted on: 3/16/2022 12:00:35 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Brenna Usher	Individual	Support	Written Testimony Only

Comments:

Please be sure to pass bill SB2820. It is incredibly important that our state once again supports and encourages teachers working in positions that support our SPED students, students in geographical hard-to-fill locations, and students who want to learn Hawaiian language and continue to remember and promote our culture. These students all need teachers that are fully qualified to teach them, and this differential pay is a huge help in ensuring that we get teachers to fill these positions.

**SB-2820-SD-2**

Submitted on: 3/16/2022 12:02:34 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Thomas Graham	Hawaii DOE	Support	Written Testimony Only

Comments:

Aloha, I am submitting testimony in support of Senate Bill SB2820 SD1.

My name is Thomas Graham. I am a High School Social Studies Teacher at the Hawaii School for the Deaf and the Blind (HSDB), where I have served for over 25 years of my 28 years for Hawaii’s DOE. At HSDB, I’ve served as an Elementary Teacher, a Middle School Teacher, a High School Teacher, a Special Needs Teacher, a Technology Coordinator, a School Registrar and even for year as a TA Vice Principal.

I grew up in Hawaii (having grad from Kalani High School) and am a 3rd generation kamaaina resident. I went to UH Manoa, to BYU-Hawaii, and then to Utah State University to get a masters in Deaf Education. My college education has served me well and allowed me to climb through the DOE Salary Classes quickly. Within 10 years of teaching, I proudly arrived at Class 7 of the salary scale.

Unfortunately, once I was there, there was no further movement or pay increases unless a new contract gave us an increase or step up. So, for at least 15 years, I’ve sadly been stuck in the same salary step. Even if I returned to college for a 2nd Masters degree or a PhD, I would still be in the same Salary Class and the same Step. Obviously, there’s something wrong with this “picture.”

My wife also serves at HSDB, but as an Educational Assistant (and for nearly 25 years). She too is a 3rd generation kamaaina resident. More importantly, we have 2 generations in front of us.

Yet, between our two salaries, we have never been able to afford to purchase a decent home and we are now looking at retiring on the mainland - with 5 generations that have called Hawai’i home and after we will have served our keiki for a combined 60 years.

Since 2020, we have had a increased financial blessing of receiving two differentials for being a Special Education Teacher (this is my 29th year) and for being at a Hard To Fill School (my 26th year at HSDB). These teacher differentials and increases in pay have definitely kept me here in Hawai’i and at HSDB. They have kept many of my colleagues at HSDB. The differentials even brought one teacher who left for another career to return to our school last year! Maintaining these differentials is critical for HSDB, for Special Education and for the many hard-to-fill positions and schools in Hawai’i. It will help the current and next generation of teachers for



Hawai'i's keiki and will attract our highly qualified teachers to stay - or for those that left, to return to islands we call home and to the keiki we love to serve and teach.

Please vote in support of Senate Bill SB2820 SD1.

Thank you for the opportunity to share my testimony and listening. Mahalo for your kokua in serving our citizens and keiki.

Mahalo, Thomas Graham - HSDB Teacher

**SB-2820-SD-2**

Submitted on: 3/16/2022 12:07:07 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Susan Russo	Individual	Support	Written Testimony Only

Comments:

Honorable Chair Woodson, Vice Chair Kapela, and members of the Committee,

I am submitting testimony IN SUPPORT of Senate Bill 2820 SD2. My name is Susan Russo and I welcome the opportunity to provide comment on this matter. This Bill to address teacher compensation is long overdue and very necessary. Please consider voting in favor of Senate Bill 2820.

Respectfully, Susan Russo

**SB-2820-SD-2**

Submitted on: 3/16/2022 12:09:21 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
ROBERT LOZANO	Individual	Support	Written Testimony Only

Comments:

Chair Woodson, Vice Chair Kapela 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-SD-2**

Submitted on: 3/16/2022 12:47:41 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kori Oros	Individual	Support	Written Testimony Only

Comments:

**Aloha, Chair Woodson, Vice Chair Kapela, and members of the Committee,**

**I am submitting testimony in support of SB2820 SD2**

**I am a 3rd grade teacher in the Central District. I was raised in Makakilo,I teach at a Title I School. I have been teaching for 13 years. My husband is a SPED teacher and recieved the differential.**

**When I started teaching I was 27 and I didn't pay attention to my financial future - I was happy to have a job doing something I love! I had roommates and I paid \$600 in rent for my room. Fast forward, now I have a husband and a daughter, and we are quickly getting priced out of Hawaii. My parents told me that I will not be inheriting their house because they plan on selling it to pay for my dad's long term care, as he has no hands or feet.**

**Please keep the differentials, to give us hope to be able to stay in Public Education and hope to be able to work towards having a home.**

**Please vote in support of SB2820 SD2**

**Thank you for the opportunity to testify,**

**Kori**

**SB-2820-SD-2**

Submitted on: 3/16/2022 1:02:47 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Nanna Lindberg	Individual	Support	Written Testimony Only

Comments:

Chair Woodson, Vice Chair Kapela, and members of the Committee.

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

My name is Nanna Lindberg and I am a science teacher at Maui High School. I'm strongly urging you to pass this bill. For too long, teachers have been under compensated for their hard work. They are leaving the profession for better paying opportunities and to be able to support their families. My husband is also a teacher, and together we have two kids. The education we want for them is one that is sufficiently funded and led by the best teachers. We are losing those teachers. Through the pandemic, despite federal aid proposed to be used for teacher compensation, we have suffered a pay cut, and a new contract with no increases in pay. Many teachers ratified our new contract believing that the one time bonus passed by legislature was coming so that we wouldn't be suffering a pay cut. That did not happen as it was vetoed by the Governor and legislature did nothing to override that decision. This bill would be one, although not enough, step towards stabilizing the teacher workforce for our future generation. Although I am not directly affected by the differentials, my husband is both through being a SPED teacher and working a hard to staff area. The extra compensation helps us pay for childcare and other costs associated with having a family. It also helps retain the most vulnerable part of our education workforce.

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

Nanna Lindberg MSc, PhD

**SB-2820-SD-2**

Submitted on: 3/16/2022 1:08:47 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kaleolani Hanohano	Individual	Support	Written Testimony Only

Comments:

**TESTIMONY BEFORE THE HOUSE COMMITTEE ON EDUCATION**

**RE: SB 2820 Proposed SD2, RELATING TO TEACHER COMPENSATION**

**(Teacher Differential)**

**Wednesday, March 16, 2022**

**Aloha e Chair and members of the Education Committee:**

**My name is Josette Kaleolani Akim Hanohao. I am a teacher at Kahuku High & Intermediate School in Windward District in the moku of Ko`olauloa on the island of O`ahu o Kakuhihewa. I am submitting testimony in support of SB 2488, proposed SD1.**

**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 than this bill provides to do so. Our teachers are worth it as they are important for the future of our keiki.**

**This is what Hawaiian Immersion Educators can and know how to do:**

**As of Jan. 7, 2020, in order to meet the fluency requirement for the differential, individuals without a Hawaiian Immersion or Kaia`olelo-Kaiapuni Hawai`i license will need to provide evidence of Hawaiian language fluency for one of the following options:**

- 1. Passing a Hawaiian language oral proficiency exam at his or her own expense (e.g. KHA W/HAW 490),**
- 2. Providing a diploma or official transcript that s/he is a graduate of a Kaiapuni high school, or**
- 3. Completing 30 semester credit hours\* of non-introductory Hawaiian language courses (beyond 202) including:**

- **12 semester credit hours\* in continuing Hawaiian Language courses (301, 302, 401, and 402); and**
- **Minimum of six (6) semester credit hours from Hawaiian language elective courses at the 300–400 level in various content areas; and**
- **The remaining 12 semester credit hours may include non-introductory Hawaiian knowledge courses to enhance Hawaiian language worldview (to be determined on a case-by-case basis)**

**Right now we need you to work at pushing this critical piece of legislation through. Please do the job your ancestors put you in the capitol to do, make great things happen for even the smallest of us.**

**I ke hana ka `ike!**

**The learning and knowledge is in the work!**

**Josette K. Akim Hanohano**

**Windward District, Moku o Ko`olauloa i O`ahu o Kakuhihewa**



**SB-2820-SD-2**

Submitted on: 3/16/2022 1:13:45 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Logan Okita	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice Chair Kapela, and members of the Committee,

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

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. Thank you for the opportunity to testify!

Sincerely,

Logan Okita, MEd, NBCT

**SB-2820-SD-2**

Submitted on: 3/16/2022 1:25:07 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Chris Nakagawa	Individual	Support	Written Testimony Only

Comments:

Aloha my name is Chris Nakagawa and I have been a Special Education Teacher for over thirty years. I am a certified Secondary Social Studies Teacher, but decided to get my license in Special Education after completing my first year of teaching back in 1991. I do regret completing classes and extra exams for my certification in Special Education because it limited my chances of teaching in the General Education classroom. As a Special Education Teacher I feel that I am a lawyer first and a classroom teacher second. My day is filled with teaching lower functioning students with some challenging behaviors, managing student progress and keeping all my parents in the know. Every Special Education Teacher has a few unreasonable parents/advocates and I am no different. Special Education Teachers have more on their plate. I have a couple of colleagues who were fortunate enough to get out of Special Education and even with the pay differential, would never return. What does that say? Please support the pay differential for Special Education Teachers. Mahalo, Chris Nakagawa McKinley High School Special Education Chairperson

**SB-2820-SD-2**

Submitted on: 3/16/2022 1:25:48 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Andrew Stever	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice Chair Kapela, and members of the Committee,

I am submitting testimony in support of SB2820 SD2. Hawai'i's teachers are the key to Hawai'i's future. Hawai'i's keiki deserve good teachers. Paying teachers a fair wage would convince good teachers to stay a few more years, thereby preventing the teacher shortage crisis from getting worse and keeping classrooms well outfitted with experienced and erudite teachers. Please pass SB2820 SD2.

Mahalo nui.

**SB-2820-SD-2**

Submitted on: 3/16/2022 1:40:36 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
John Fitzpatrick	Individual	Support	Written Testimony Only

Comments:

Aloha Honorable House Education Committee,

I strongly support the differentials because I know first hand what it means for our students to not have highly qualified educators as their teachers. At my school my 105 students do not have a math teacher and it is a calamity watching brand new long term subs and daily subs or with no teaching experience try to teach them. Sometimes they have no subs. My students are given a math program and are said to just do the iredy, that will teach you.

Everyday my students come to me deflated because they have no understanding of math and ask me for help. I try to work in their math standards into my science class but it is extremely difficult. Now they are about to take the SBA and they are really nervous about the test and that they will flop.

These differentials have already been shown to recruit teachers to special education, hard to staff areas, and Hawaiian Emerson. If made more long term rather than year to year they would do even more to get our youth to go to college and fill these long standing voids.

Mahalo,

Fitz

**SB-2820-SD-2**

Submitted on: 3/16/2022 1:45:35 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Brad Kusunoki	Individual	Support	Written Testimony Only

Comments:

**Chair Woodson, Vice Chair Kapela 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.**

**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**

Aloha Chair Woodson, Vice Chair Kapela, and members of the Committee,

I am submitting testimony in support of SB 2820 SD2: Relating to teacher compensation (teacher differentials). My name is Anne Alves and I am a sixth year HIDOE teacher. This is my second year teaching at a hard to staff school on the Leeward Coast of Oahu. Prior to taking this position, I taught in the Central district. I earned a Master's of Education in Teaching degree from UH Manoa in the spring of 2016. Out of my cohort of fifteen, only seven of us are still HIDOE teachers.

Each year of my life as an educator has been more challenging than the previous, on a professional level and on a personal level. Our work *is* personal. We are expected and required to go above and beyond on a daily basis in order to help our students achieve academic and personal success. The pandemic has intensified this, but did not begin this trend. Every single year I have seriously considered leaving the profession and have actively searched for options; every year except last year, that is.

There's no denying the fact that the additional income from shortage differentials was one of the deciding factors in my choosing to work at Waianae Intermediate. Yes, there were other reasons besides money. No one decides to become a teacher because it seems like a lucrative career path. But we deserve to be compensated fairly for the work we do. I decided that taking on the additional challenges of a hard to staff position was worth the additional effort *because of the additional compensation*.

I also knew that a sizable percentage of that additional compensation would be going right back into the classroom to help fund necessary supplies for my students. For example, last year we were informed that this year, due to budget cuts, there would not be any money for classroom supplies. So, I dug into my own pockets to purchase enough composition books, folders, pencils, color pencils, pens, erasers, glue sticks, and scissors for each student, as well as the standard, communal packs of folder paper, construction paper, cardstock, and chart paper. Why so many materials? Because of COVID, we are not permitted to allow students to share materials. So, if we wanted them to do anything beyond sit behind a school-issued screen to complete every assignment, we needed to fund it ourselves.

I also stocked up on healthy non-perishable snacks to feed those who walked in my room hungry. Maxi pads have also been purchased and made available so that when a student is in need, it's there for them to discreetly resolve their "problem". These basic supplies may not be available to all children, putting them at a further disadvantage. Without fulfilling a child's most basic needs first, teaching them to write an essay is next to impossible. Without the shortage differentials, I will not be able to supply these necessities.

Like I have mentioned, teaching *is personal*. We are constantly told not to take things personally whilst being told to "do it for the kids". We are forced into participating in "professional development" sessions centered around the idea of "self-care" whilst being given additional responsibilities on top of a workload with unrealistic expectations. In a time of astronomical inflation, one of the few securities I have is that I will be able to make ends meet. And being able to make ends meet is also personal. Without the shortage differentials (the additional compensation that we were enticed into these hard to staff positions with), I'm uncertain that I will remain in my current position. Without this added financial incentive, the position I'm in is not worth the added responsibilities. Before accepting my current position, I was offered other positions at schools that present far less complicated challenges than WIS. I chose this school in particular because I wanted to have a long-term positive effect on a community in dire need.

If you truly value education for our island ohana, you would value those who step up to this extreme challenge. These differentials were dangled in front of us to lure us to positions where we would be mandated to improve the quality of education for our most at-risk and challenged youth. We've stepped up! And we're still here. It's been proven that these differentials have made a positive impact on teacher retention. On a positive note, this is the first year since I started in the HODOE that I am working with the same team two years in a row. Now it's your turn to step up. Please approve SB2820 to fulfill your end of the bargain.

As teachers, we keep being pushed into these fight or flight situations. There's only so much fight left in us before we have to fly.

Thank you for your time and consideration,

Anne Alves

## SB 2820, SD2

Aloha Chair Woodson, Vice Chair Kapela, and members of the Committee:

I am submitting testimony in support of Senate Bill 2820, SD2 relating to teacher compensation (teacher differentials).

My name is Michael Shumate and I teach at Paauilo Elementary and Intermediate School. I am a recently renewed, national board certified mathematics teacher. My wife and I are self-made, hardworking teachers and we love the field of education. We also know that it can be difficult to make ends meet as an educator in this state, and that's why I've always taken every opportunity afforded to me by the DOE to advance my salary. I completed professional development courses, did my masters degree, and completed the national board certification process for early adolescent mathematics teachers. I've appreciated every effort our state has made to honor teachers with additional compensation, and I've suffered through all of the low moments as well, such as "furlough Fridays" and "The Last, Best and Final Offer," received in place of a union negotiated contract.

I support this bill because continuing to provide differentials in areas of the highest need will most certainly improve the outcomes in the overall area of our state's greatest need; consistently opening ALL classroom doors to students filled with the presence and work product of great teachers, in schools that exude a striking sense of warmth, aspiration, security and stability.

In my current school we were affected greatly by the differentials and for the first time in years there has been competition for school vacancies. Also, for the first time in a long time, we teachers who have committed ourselves to our school for so many years have felt a grand acknowledgement that there are many variables that can affect the difficulty of meeting students' educational needs, and once the situation reaches a certain level of extreme, the state must act in ways like this in order to address matters of equity in how education is provided to ALL children of our state with careful attention to blaring demographic and geographic challenges.

This differential has encouraged a national board certified math teacher like myself to stay put rather than seek higher compensation in a different occupation or administrative position. As my children leave the nest in the next few years, my wife and I have to look very seriously at our financial situation. Improved compensation is extremely effective in getting my mind off where I might go to where we'd be better off financially, and instead focuses my mind on where my heart is; remaining a teacher in Hawaii another 15-20 years until I retire. Addressing these matters of equity establishes Hawaii as a place of promise when it comes to education and encourages the greatest teachers to interview for the jobs with the greatest turnover. I've been a teacher at my school for over seven years, and in that time more than 80% of the original faculty members have gone elsewhere, not to mention all of the others that came and went in between.

A teacher shortage becomes a compound problem when the shortage repeats year after year and this can unintentionally join hands with other factors that breed hopelessness. The classroom teacher should be one of the primary sources of hope for a bright future in a community. Therefore,



teachers themselves must experience the realization of this ideal, from one end of the state to the other. A team can be last place for some time, but there has to be an occasional bright light that helps all know a change for the better is still to come. For too long, our teachers have been the lowest paid in the nation when factoring cost of living. Also for too long, our most struggling schools have seen little relief.

Teachers encourage students to work hard in order to have success. The teaching profession should embody this ideal by being a profession where due compensation comes with hard work and commitment to the profession. This gives teachers and their profession credibility and inspires others to become teachers. I've heard far too many individuals make statements recommending that one not become a teacher or that they would never want to be a teacher. This bill is the kind of bill that sends a message from our state that people shouldn't feel that way and that a change is needed where we put our students first by elevating teachers and making an interview for a teaching position in this state a highly competitive endeavor.

I've been teaching in the Hawaii public school system since 2005. I've committed myself to this career for better or worse in how it has impacted my family. I lived in teacher housing for three years to make ends meet and purchased a home in 2014, further investing in my faith that Hawaii is a state that puts a high premium on education. We've refinanced our home three times since then and have recently applied for a home equity line of credit, just trying to weather all the expenses of life with the hopes that our salaries will grow over time adequate enough to pay back the debt and have something left over to get us through retirement.

My two children are reaching college age with my wife and I realizing we've saved nothing to support them. Ending these differentials would prevent me from being able to support my children at all without accumulating more debt, and would likely put me in a position where I would need to sell my house. Between my wife and I, we already currently owe \$46,000 of our own student loan debt remaining to be paid. My wife was a Hawaii public school teacher from 2012 to 2017, and then took an offer at a private school for several reasons including the existence of compensation limitation issues like step movement. My wife loved being a public school teacher and would certainly one day consider returning, however, our current salary system in the DOE doesn't even account for inflation. Had the geographic differentials been in place when she was teaching in the public school, she likely would have never left for the private sector.

Again, I strongly support this bill and I ask that you please vote in support of Senate Bill 2820, SD2. Much mahalo to the committee and for the opportunity to testify.

Sincerely,

Michael H. Shumate

**SB-2820-SD-2**

Submitted on: 3/16/2022 2:00:11 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kim Link	Individual	Support	Written Testimony Only

Comments:

Dear Chair Woodson, Vice Chair Kapela, and members of the Committee,

I, Kim Link, am a 5th grade teacher at Kualapuu Public Conversion Charter School. I write in support of SB 2820 SD 2, keeping teacher differentials. Maintaining these hard to fill differentials really do help to maintain our teachers.

I have been a classroom teacher for almost twenty-three years. I began my teaching career in the Mukilteo School District (Seattle area), which was also the school district I grew up in. I taught there for five years. Life changes, people get married and I found myself on Molokai. One year led to another and I am currently towards the end of my 18th year at Kualapuu School teaching 5th and 6th grade. My husband teaches two doors down and we keep coming back year after year for the kids, community and the families we work with. Relationships have been established, nurtured and we're to the point where we are having the children of former students in our classrooms. We are now teaching the next generation.

We "tolerate" the lower pay because we come to work for the kids. 10 years ago, a one bedroom condo worked great for us. Now we are a family of three, living in the same condo and are priced out of buying a home here on-island. We are at that point in our lives when we need to make a big decision in the next 2-3 years. We are no longer living the simple life in our 20's. We are getting closer to our 50's and need to think even more long-term. We are considering moving back to Washington in order to buy a home and make more money to save for retirement.

Offering a hard-to-fill incentive really does work. We have a friend who is a certified Special Education teacher and was about ready to go back to the classroom, when this incentive kept him teaching Special Education.

Molokai has been our home for almost 20 years. We love our community and supporting the families at our school. We have seen many teachers come and go back to the mainland or "try Maui" because it's "a lot of work for not enough pay and everything is so expensive on Molokai." We have heard those words from former Kualapuu teachers.

Please vote in support of Senate Bill 2820 SD 2.

Thank you for giving me the opportunity to testify on this bill.

Mahalo for your time,

Kim Link

Kualapuu Teacher

Molokai, HI

**SB-2820-SD-2**

Submitted on: 3/16/2022 5:12:29 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Karen Kohagura	Individual	Support	Written Testimony Only

Comments:

Dear Chair Woodson, Vice Chair Kapela, and members of the Education Committee,

My name is Karen Kohagura. I am a second-grade teacher at Pahoia Elementary School on the Big Island of Hawaii, and a 33-year veteran teacher of the State of Hawaii Department of Education.

I am submitting testimony in support of SB 2820, SD2 relating to teacher compensation (teacher differentials). I have been teaching at Pahoia Elementary School in the Pahoia Complex, a geographically hard-to-staff area, since 1990. I strongly believe that this differential has helped our school to retain a relatively stable faculty which is very important to our school, community, and the welfare of our students. Therefore, I strongly support this bill.

Please vote in support of SB 2820, SD2 relating to teacher compensation (teacher differentials) for geographically hard-to-staff areas, special education, and Hawaiian language immersion.

Thank you for this opportunity to testify.

**SB-2820-SD-2**

Submitted on: 3/16/2022 5:18:03 PM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Una Burns	Individual	Support	Written Testimony Only

Comments:

Dear Chair Woodson, Vice Chair Kapela, and members of the Committee:

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

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.

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 their 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 SDD 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-SD-2**

Submitted on: 3/17/2022 9:00:55 AM

Testimony for EDN on 3/17/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Karen Veriato	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice-Chair Kapela, and Committee Members,

I strongly support SB-2820, SD2. 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.

Thank you for this opportunity to testify.

Karen