

DAVID Y. IGE
GOVERNOR



KATHRYN S. MATAYOSHI
SUPERINTENDENT

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

Date: 02/10/2017
Time: 02:45 PM
Location: 229
Committee: Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 1188 RELATING TO EDUCATION.

Purpose of Bill: Establishes a STEM educator scholarship program to be administered by DOE to address the shortage of STEM teachers in secondary schools in Hawaii. Appropriates funds for the program for 2017-2018 and 2018-2019 fiscal years.

Department's Position:

The Department of Education (Department) supports the intent of SB 1188 to provide an educator stipend scholarship program to address the shortage of qualified teachers in Hawaii. The Department proposes the bill be expanded to address the broad shortage of teachers in general and respectfully submits alternative language to accomplish such program. Attached please find a copy of the proposed language.

Thank you for the opportunity to testify on SB 1188.

Department of Education
SB 1188 Relating to Education
Proposed Language

Bill for an Act

RELATING TO EDUCATION.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. The legislature finds that Hawaii has been experiencing teacher shortages over the last several years, and that it is particularly difficult to fill vacancies for teachers in select fields in education in the State. The legislature further finds that, to help fill these critical positions in the Hawaii public school system, a teacher stipend program should be created to encourage qualified students to pursue teaching degrees.

The purpose of this Act is to establish a teacher stipend program to encourage students to pursue teaching degrees in needed areas. The program shall be administered by the department of education and funded by the legislature.

SECTION 2. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"302A- Hawaii teacher stipend program. (a) There is established the Hawaii teacher stipend program to be administered by the department to address the shortfall of licensed teachers in the department's schools, especially in identified shortage areas. The program shall be used to provide funding for stipends for qualified candidates enrolled in the University of Hawaii's state approved teacher education programs leading to Hawaii licensure. In exchange for these stipends, teacher candidates agree to work for the department of education as a teacher in a needed area for a period of three to five years.

(b) A student is eligible for the stipend program if the student meets the following requirements:

(1) Is enrolled at a University of Hawaii teacher education program and qualifies for Hawaii resident tuition; and

(2) Is enrolled in a University of Hawaii state approved teacher education program.

(c) Stipend recipients shall teach in the Hawaii public school system for three to five consecutive years as a licensed teacher immediately following completion of a state approved teacher education program. If the recipient fails to complete the state approved teacher education program, or to satisfy the teaching requirement within the designated number of years, stipend funds shall be repaid as follows:

(1) For each year less than the designated number of years that a stipend recipient does not teach in the Hawaii public school system, the recipient shall repay a proportionate percentage of the total stipends funds received; and

(2) The department shall set the terms and conditions for stipend repayment, including circumstances under which

recipients may be eligible for deferment or forgiveness due to hardship or inability to secure employment.

(d) The department may adopt rules pursuant to chapter 91 to implement and administer the stipend program.

(e) Moneys repaid by the stipend recipients pursuant to subsection (c) shall be deposited in the teacher stipend program special fund.

SECTION 3. [§302A-707] [~~Felix~~] **Hawaii teacher stipend program special fund.** (a) There is established the [~~Felix~~] teacher stipend program special fund, into which shall be deposited all moneys received as repayment from students due to a breach in contractual agreements under a teacher stipend program, which offers tuition waivers for qualified candidates who enroll at the University of Hawaii in [~~special education~~] state approved teacher programs in exchange for their agreement to work for the department for a designated number of years immediately following completion of their teacher preparation program.

(b) The special fund shall be administered and used by the department to provide ongoing funding for the provision of tuition assistance to students for the [~~Felix consent decree recruitment and retention program~~] Hawaii teacher stipend programs, or any successor programs, and related costs.

SECTION 4. There is appropriated out of the general revenues of the State of Hawaii the sum of \$_____ or so much thereof as may be necessary for fiscal year 2017-2018 and the same sum or so much thereof as may be necessary for fiscal year 2018-2019 for the establishment and implementation of Hawaii teacher stipend program.

The sums appropriated shall be expended by the department of education for the purposes of this Act.

SECTION 5. New statutory material is underscored.

SECTION 6. This Act shall take effect on July 1, 2017.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Education
February 10, 2017 at 2:45 p.m.

By

Risa E. Dickson, Vice President for Academic Planning and Policy
University of Hawai'i System

SB 1188 – RELATING TO EDUCATION

Chair Kidani, Vice Chair Kahele, and members of the committee:

Senate Bill 1188 establishes a STEM educator scholarship to be administered by the Hawai'i Department of Education to address the shortage of STEM teachers in secondary schools in Hawai'i, and appropriates funds for the program.

The University of Hawai'i (UH) supports the intent of SB 1188 and recognizes that any scholarship funding support geared toward STEM teacher education would greatly help in addressing the shortage of qualified teachers in this area. Increasing the number of qualified STEM teachers in Hawai'i would also have a multiplying effect once additional STEM teachers are in the classrooms by providing more students with access to science, technology, engineering and math concepts.

In order for this program to have the largest impact possible, UH respectfully recommends that awarding criteria be broadly defined so that they include returning adult students, current workers who want to change their careers to teaching, and other students who are seeking licensure in STEM education areas but may not follow a traditional student's academic pathway. These may include students who previously earned a bachelor's degree and are returning to the University to pursue a course of study leading to teacher licensure. In addition, we recommend that financial need not be the primary criterion used for selection, since some students have less need on paper but in reality are just as financially disadvantaged as a federal grant recipient. Thus, we advocate that eligibility not be limited only to Pell-eligibility, or other narrowly-defined need-based awarding criteria that may exclude groups of students who are potential teachers.

The University of Hawai'i appreciates the legislature's strong support in addressing the STEM teacher shortage in our state's secondary schools. Thank you for the opportunity to provide testimony on SB 1188.

TESTIMONY BEFORE THE SENATE

COMMITTEE ON EDUCATION

PERSON TESTIFYING: Lynn Hammonds, as an Individual

DATE: Friday, February 10, 2017

TIME: 2:45 p.m.

LOCATION: State Capitol Conference Room 229

TITLE OF BILL: SB1188, RELATING TO EDUCATION

PURPOSE OF BILL: Establishes a STEM educator scholarship program to be administered by DOE to address the shortage of STEM teachers in secondary schools in Hawaii. Appropriates funds for the program for 2017-2018 and 2018-2019 fiscal years.

Chair Kidani, Vice Chair Kahele, and Members of the Committee:

I **strongly support** SB 1188 to encourage and support individuals who wish to become STEM teachers. As noted in SB 1188, Hawaii is in dire need of teachers in the areas of science, technology, engineering and mathematics. These scholarships will support the training of new teachers in these fields and, ultimately, benefit the State in having well prepared citizens ready to meet employment in these fields.

Thank you for your support of education in offering this bill and for the opportunity to testify.

Personal Testimony Presented before the
Senate Committee on Education

Friday, February 10, 2017 at 2:45 p.m. RM 309
by

Donald B. Young

SB 1188 – RELATING TO EDUCATION

Chair_Kidani, Vice Chair Kahele, and Members of the Committee:

My name is Donald Young, and I serve as Dean of the College of Education (COE) at the University of Hawai‘i. Today I am pleased to present personal testimony in support of SB 1188, with suggested modifications. This testimony does not necessarily represent the position of the University of Hawai‘i on this issue.

I applaud and thank the Legislature for considering SB 1188 that will establish a STEM educator scholarship program to be administered by the Hawai‘i Department of Education to address the shortage of STEM teachers in secondary schools in Hawai‘i. As you know there is a statewide persistent shortage of STEM teachers, second only to special education teachers, according to data from the Hawai‘i Department of Education (HIDOE).

STEM Teacher Shortage

While there are numerous existing pathways for those interested in a teaching career in STEM fields to achieve a teaching license, those programs continue to experience low enrollment. For example the COE prepares STEM teachers through its Secondary BEd program, the Post Baccalaureate program, or the Master in Education in Teaching program. Current enrollment in all these programs totals 21 STEM majors (11 in mathematics and 10 in science) For fields such as physics, earth science, and engineering the numbers are zero. We have the capacity to accept 60–70 additional STEM candidates who may be responsive to financial aid support.

In addition, new pathways to licensure are in discussion/development through the community college AS degree in Natural Sciences, concurrent degrees in STEM fields and education, or a combination of an undergraduate STEM major with some education courses leading to a master degree in education that would prepare candidates for a teaching license. The proposed financial aid would go a long way toward encouraging such candidates to come to the College of Education to prepare to become STEM teachers.

Recruitment Incentives

We believe that incentives in the form of financial assistance through scholarships funded by the State Legislature will provide us the tools necessary to recruit high quality candidates to enter the teaching profession. While there are no market survey data that we know of, we base our belief that financial incentives matter on past experience. Several years ago we had two cohorts of STEM candidates totaling 50 students funded by an external grant; 41 completed the program

and were recommended for licensure. When the grant ended, the enrollment dropped to about five. We are now at about 21 STEM students total. We have never been able to recover anywhere near the previous numbers without student financial support.

On the other hand, our special education (SPED) program is at full capacity due to financial support for all students from a contract from the HIDEOE, indicating that in Special Education, financial aid matters. SPED could accept an additional 50–60 students by opening admission to a new licensure track. The SPED faculty surveyed all licensure prospects regarding the perceived barriers to entering the profession. Overall, available funding was the most frequently cited concern (36%), followed by admission requirements (22%), time (16%), career needs (10%), application challenges (9%), and other (7%).

STEM Support

SB 1188 proposes a STEM educator scholarship program of “up to fifty percent of the student’s unmet direct cost needs based on the FAFSA calculation of need minus what is available from federal Pell grants and other scholarships (p. 3, 119).” While a commendable commitment, the proposed scholarship falls short, leaving the prospective student with 50% of their financial need still unmet.

Allow me to illustrate. Drawing on current enrollment data in the COE the average annual unmet financial need for students in the undergraduate BEd program (n = 275) is \$2,866. Applying the proposed support in SB 1188 will still leave the student \$1,433 short. For the Post Baccalaureate Certificate program (n = 24) the annual unmet financial need is \$3,670, and with the proposed scholarship the average student would still be \$1,835 short. And the MEDT student with an average annual unmet need of \$ 6,102 would still be over \$3,000 short after the STEM educator scholarship was applied. The total unmet need for current COE students is estimated at just over \$1M.

I am sure that the students described above would welcome the proposed financial support, however for recruiting additional STEM candidates, I fear this incentive will be insufficient for three reasons. First, the proposed scholarships target only students with unmet financial needs, a subset of those whom we would hope to attract to a career in teaching. Second, the incentive may not be enough of an incentive to be effective. And third, it does not provide us with a tool to successfully recruit high quality candidates from STEM fields who do not have unmet financial needs.

We need greater incentives if we are to achieve the goal of increasing the number of STEM teachers in our secondary schools. For example, given the current COE capacity we could enroll 60 to 70 more STEM secondary candidates. Granting a state scholarship of 50% of tuition for the undergraduate BEd in Secondary Education would cost approximately \$135,900 per year for a cohort of 25 candidates. The cost for another cohort of 25 in the Post Baccalaureate Certificate program would be \$135,900 per year, and for a cohort of 25 in the MEDT program the cost at 50% of tuition would be \$210,300 per year. The estimated total one-year cost for such an incentive program at COE is \$482,100. With such a level of state scholarship support we believe we could attract candidates into teaching from existing STEM fields.

Candidate Support in Other Shortage Areas

As further consideration, I ask the Committee to broaden the proposed program to include teacher shortage areas beyond STEM. Working in collaboration with HIDOE we know there are persistent teacher shortages in special education, career and technical education, Hawaiian language immersion, English/reading, multilingual, and deaf/hard of hearing. And there are persistent geographic shortages in areas such as the leeward coast of Oahu and on Maui. So, I urge consideration of a broader use of scholarship incentives beyond STEM only.

Recommendations

I therefore urge the Committee to support SB 1188, with the suggested modifications.

1. Fund the unmet financial need for students at 100% of unmet financial need. This is important, necessary, and should be funded. However, even at the 100% level the incentive may be insufficient to recruit significant numbers of new candidates into teaching.
2. Provide increased financial support as an incentive for recruiting new candidates into teaching. For example, providing a scholarship of 50% of tuition would cost approximately \$482,100 for 75 candidates for the 2017–2018 academic year. Such an incentive will provide a strong tool for recruitment. These numbers can be adjusted by percent and/or student numbers to create the greatest impact possible.
3. Expand the availability of the scholarships beyond STEM only.

Thank you for the opportunity to testify on this bill.

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, February 7, 2017 5:27 PM
To: EDU Testimony
Cc: aurasaki@hawaiiantel.net
Subject: *Submitted testimony for SB1188 on Feb 10, 2017 14:45PM*

SB1188

Submitted on: 2/7/2017

Testimony for EDU on Feb 10, 2017 14:45PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Alan Urasaki	Individual	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

Personal Testimony Presented to the Senate Committee on Education

Date: February 9, 2017

SB 1188 – RELATING TO EDUCATION

Chair Kidani, Vice Chair Kahele, and distinguished committee members:

My name is Tara O’Neill, and I serve as the Director of Institute of Teacher Education (ITE) Secondary Program and Associate Professor of Science Education at the College of Education (COE), University of Hawai‘i at Mānoa. I am pleased to submit my testimony in support of SB 1188 with suggestions for modifications. This testimony does not necessarily represent the position of the University of Hawai‘i.

I want to thank the Legislature for considering SB 1188 and in so doing, aiding educational professionals such as myself in addressing the critical shortage of STEM teachers in the state. ITE Secondary is one of two programs at the COE that provides pathways for teacher licensure in a STEM field (i.e., mathematics and science). Within the ITE Secondary program we offer pathways for undergraduate students via the Secondary BEd and for Post-Baccalaureate students via the Post Baccalaureate Certificate in Secondary Education (PBCSE). Across both of these pathways, for the 2016-2017 academic year, there are a total of 11 STEM majors (5 in mathematics and 6 in science). The ITE Secondary program has the capacity to enroll 30 additional STEM candidates.

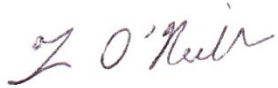
As a program we have worked to increase STEM enrollments by developing collaborations with STEM programs across the UH system (i.e., UH Manoa STEM majors, KCC and LCC AS degree in Natural Science and AA in Education programs). We have also engaged in numerous recruitment activities on the neighbor islands as our PBCSE program is offered statewide. Our investment in recruitment has resulted in impassioned and inspiring conversations with people interested in becoming a STEM educator. In these conversations most frequently cited limitation to their participating in a licensure pathway is availability of tuition funds met with concerns about student loan debts.

I am sure that the students currently enrolled in our program would welcome the proposed financial support provided; however, for recruiting additional STEM candidates I believe the incentives provided by SB 1188 will be insufficient for addressing the financial concerns expressed to me by prospective students. Therefore, I urge the Committee to support SB 1188 with the following suggested modifications:

1. Fund 100% of the unmet financial need;
2. Provided increased financial support as an incentive for the requirement of new candidates. For example, provide funding to support 50% of the cost tuition.
3. Consider expanding the availability of the scholarship funds to shortage areas beyond STEM.

Thank you for the opportunity to testify on this bill.

Sincerely,

A handwritten signature in cursive script that reads "Tara O'Neill". The signature is written in a dark ink and is positioned below the word "Sincerely,".

Tara O'Neill, PhD
Associate Professor, Science Education
Director, ITE Secondary

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 8, 2017 10:40 PM
To: EDU Testimony
Cc: geryll@hawaii.edu
Subject: *Submitted testimony for SB1188 on Feb 10, 2017 14:45PM*

SB1188

Submitted on: 2/8/2017

Testimony for EDU on Feb 10, 2017 14:45PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Geryll Anthony Agno	Individual	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 8, 2017 12:44 PM
To: EDU Testimony
Cc: burgharc@gmail.com
Subject: Submitted testimony for SB1188 on Feb 10, 2017 14:45PM

SB1188

Submitted on: 2/8/2017

Testimony for EDU on Feb 10, 2017 14:45PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
cheryl	Individual	Comments Only	No

Comments: I fully support the assistance in finding qualified personnel for areas within our DOE to help our keiki. My concern is that a continued emphasis on STEM leads people to believe that the arts as in STEAM are not important. It also continues the stereotype that we don't already have many qualified people, we just need more. STEM also gets people talking about how we don't match other countries and other falsehoods. Yes, we need more qualified personnel and YES we need to pay our educators a fair and liveable wage.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov