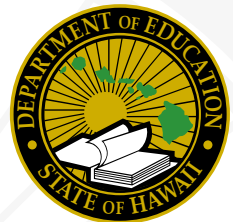




Teacher Salary Modernization Project

Hawai'i State Department of Education

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The teacher shortage impacting school districts nationwide is a multifaceted challenge affecting the educator pipeline. Contributing factors include lower enrollment rates in teacher certification programs, salary scales that have not kept up with inflation and professions comparable to teaching, and high turnover from teachers leaving the state or retiring en masse.

Our public school haumana, especially our most vulnerable, high-need children, are feeling the brunt of the impact. The situation called for a bold solution, and we took action.

Teacher Salary Modernization

Phase 1:

On Jan. 7, 2020, a pay differential was implemented to increase compensation for classroom teachers in areas with the most severe shortages – special education, Hawaiian language immersion programs, and hard-to-staff geographic locations.

The effective date was scheduled around a crucial period when teachers have the option to transfer to a new position or school known as the Teacher Assignment and Transfer Program (TATP). This will allow the Department to evaluate the effectiveness of the first phase as early as spring 2020.



Category (10-month-classroom teachers)	Differential
Special education	\$10,000
Hawaiian language immersion	\$8,000
Hard-to-staff Tier 1 (Kea’au and Pāhoā complexes)	\$3,000
Hard-to-staff Tier 2 (Kealakehe, Kohala, Konawaena and Lahainaluna complexes)	\$5,000
Hard-to-staff Tier 3 (Honoka’a and Ka’ū complexes)	\$7,500
Hard-to-staff Tier 4 (Hāna, Lāna’i, Moloka’i, Nānākuli, and Wai’anae complexes. Also includes Olomana School and Hawai’i School for the Deaf and the Blind)	\$8,000

Phase 2:

The Department is seeking legislative support to fund the second phase, which is an Experimental Modernization Project (EMP) addressing equity and compression in teacher salaries, pursuant to Hawai'i Revised Statutes (HRS) §78-3.5.

The current distribution of teachers on each step of the salary schedule is inconsistent and compressed, contributing to senior teachers leaving the profession. In some cases, teachers on the same step can have a difference of 10 years of service. Current data show that 5,942 teachers with between 0 and 24 years of service are clustered between steps 9 and 11.

This phase will provide the Department with a strategic basis to initiate a discretionary pay adjustment to existing teachers where it is determined through analysis that a teacher's salary is less than and/or equal to less experienced teachers in comparable or similarly situated teaching positions.

The desired effective date to implement the compensation adjustment(s) for certain eligible teachers is the first day of the 2020-21 school year.



By the Numbers

Critical General Fund Teacher Vacancies

Source: eHR, 01/31/2020

SPECIAL EDUCATION
Positions currently filled with qualified teacher 1,820
Total eligible positions 2,184

HARD-TO-STAFF
Positions currently filled with qualified teacher 2,121
Total eligible positions 2,369

HAWAIIAN LANGUAGE IMMERSION
Positions currently filled with qualified teacher 85
Total eligible positions 159

Total Cost

Numbers as of 01/31/2020. Please note, these numbers will fluctuate as the number of eligible positions change as administrators reclassify positions based on the needs of their students.

SALARY DIFFERENTIALS SY 19-20 \$10.2M
SALARY DIFFERENTIALS SY 20-21 \$30.7M
EQUITY & COMPRESSION SY 20-21 \$46.0M



HIDOE Recruitment & Retention Efforts

Grow Our Own Teachers: This initiative is a partnership with UH Manoa’s College of Education, offering a post-baccalaureate certificate in Teacher Education in Secondary Education to HIDOE employees with a full tuition subsidy.

Homes for Heroes: A product of the Joint Venture Education Forum, a cooperative partnership that provides the opportunity for our public school teachers to lease military housing, usually only available to active duty service members.

Induction & Mentoring for New Teachers: HIDOE’s revamped induction and mentoring programs provide a comprehensive, statewide effort to implement teacher induction standards to establish a common, higher, more consistent bar for quality. Since its inception, the three-year induction program has cut turnover and improved performance.

Out-of-state Teacher Recruitment: HIDOE regularly participates in education-related career fairs across the United States. In addition, the Department has recently begun its first-ever international recruitment efforts, with a focus on qualified teachers from the Philippines.

Refer a Friend: This new program offers HIDOE employees the opportunity to earn \$500 per referral of a friend who ultimately becomes a full-time teacher. Those being referred must have completed a State Approved Teacher Education Program.

Talent Management Approach: In lieu of the traditional Human Resources framework, which focuses primarily on an employee’s transition in and out of an organization, HIDOE has made a concerted effort to focus on talent acquisition, development, and retention – the lifetime experience of an employee while in the organization. The Office of Human Resources was renamed the Office of Talent Management to reflect the new approach.

Teacher Academies: Several high schools across the state have created “Teacher Education Pathways.” These Career and Technical Education academies prepare students for a potential career in education. Students are paired with highly-qualified teaching professionals and given hands-on, real-world teaching experience usually reserved for college-level teaching candidates.

Troops to Teachers: This initiative is a military career transition program that helps eligible members of the armed forces begin new careers as K-12 public school teachers. The Department of Defense program facilitates veterans’ successful transition to a teaching career by providing counseling, financial and placement assistance for eligible service members and veterans.

History of Hawai‘i’s Teacher Shortage

While Hawai‘i has 14 State Approved Teacher Education Programs (SATEP), the supply of teachers graduating in the state does not meet the demand to fill all teacher positions. Approximately 1,000 teachers leave each year, with nearly one third retiring.

Teachers (excluding SPED)	SY 10-11	SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20
SATEP*	10,231	10,352	10,468	10,592	10,484	10,478	10,455	10,483	10,543	10,629
No SATEP Emergency Hire Long-term Substitute	422	383	380	392	463	557	627	686	685	611
Total Positions	10,653	10,735	10,848	10,984	10,947	11,035	11,082	11,169	11,228	11,240

Special Education Teachers	SY 10-11	SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20
SATEP*	1,919	1,929	1,914	1,907	1,882	1,824	1,820	1,843	1,862	1,883
No SATEP Emergency Hire Long-term Substitute	183	155	172	193	223	280	286	308	347	330
Total Positions	2,102	2,084	2,086	2,100	2,105	2,104	2,106	2,151	2,209	2,213

*SATEP: State Approved Teacher Education Program

Note: SPED SATEP is in any subject (not necessarily SPED)