INPEACE- Institute for Native Pacific Education and Culture

TESTIMONY

RELATING TO PARTNERSHIP WITH UNIVERSITY OF HAWA‘I, COLLEGE OF EDUCATION TO “GROW OUR OWN” TEACHERS

Testimony Presented to The Honorable Brian De Lima, Chairperson, Human Resources Committee
Before Board of Education, Human Resources Committee, July 18, 2017

by Dr. Kanoe Nāone, Chief Executive Officer, INPEACE

INPEACE, the Institute for Native Pacific Education and Culture, supports the proposal on the partnership to “Grow our Own” Teachers, with reservations. The effort is on the right path, but there are several fundamental attribution errors that have been made which will affect the proposed solution and will therefore not fix the problem.

Growing teachers from the community is a serious endeavor. Our request is that every existing program with proven results be explored to ensure the best use of resources to deliver the highest quality education to our children. The wise use of resources can help to: 1) Create a pipeline of highly qualified teachers to match Hawai‘i’s diverse student population; 2) Improve teacher retention in low-income schools; 3) Recruit for hard-to-staff schools and hard-to-fill positions; and 4) Increase cultural competence and community connections of teachers.

There is a long standing effective program, demonstrating gains and results in 96792, in Hawai‘i for the last 23 years that is under resourced but has strategies that the rest of the country is looking to for direction in overcoming the teacher shortage and lack of diversity crisis. INPEACE’s Kūlia & Ka Lama Education Academy (KKLEA) in Wai‘anae has supported more than 269 KKLEA graduates, who in total earned 302 education related degrees/certificates, and many of whom still continue to work in Wai‘anae Coast schools or in fields focused on Native Hawaiian education and well-being. Our work in community proves that Wai‘anae residents can and will become the role models our keiki need when we invest in them.

Data shows that local teachers from Hawai‘i yet NOT from the hard to serve communities move to “better” districts after 1-3 years, leaving a hole in the hard to serve community, once again, for a perpetual cycle of novice teachers that are “learning their job” on the backs of poor students. The inconsistency of teacher-student relationships and the constant need to establish new relationships with teachers has a lasting and detrimental impact on our students.1 Adding to the inconsistency created by turnover is the disproportionate placement of new teachers on the Leeward Coast. A greater percentage of newly hired teachers are placed on the Coast (Leeward District) than any other district on O‘ahu, and not in proportion to the percentage of students enrolled in schools in the district.2,3 Not only do they have challenges with building relationships with the students, the new hires in HIDOE schools have below-par qualifications, with 15.3% of teachers being rated as “inexperienced” (vs. 12.6% nationwide), and 3.58% being uncertified (vs. 1.89% nationwide).4 In fact, 26.4% of new hires in school year 2015/16 did not have an education degree, and 66.5% had no teaching experience.5 A 2017 presentation to the Hawai‘i Board of Education elucidated the impacts: “Over 10,000 children don’t have a qualified teacher; 1 out of 7 special education teachers are not qualified; and our most needy students are the ones most likely to go without a qualified teacher”.6 The Coast receives the brunt end of these dismal statistics: a greater percentage of newly hired teachers who do have not completed a teacher education program are placed in the Leeward District (33.2%) than overall (8.2%)7 and Coast teachers lag significantly behind the state in all indicators of teacher quality tracked by the state (licensure, years of experience, 5 or more years at the same school, meeting No Child Left Behind requirements, advanced degrees).8,9

Research proves teacher quality and cultural competence, starting from early in the educational pipeline, makes a significant difference in student educational outcomes, especially in high-needs communities such as the Coast. Our state needs to invest in community driven and rooted solutions, such as KKLEA’s community teacher preparation programs. It is argued that teacher preparation programs here in Hawai‘i cannot provide enough graduates to fill the teacher vacancies. However, even with mainland recruits, certain hard-to-staff schools still have vacancies. Long-term substitutes are placed in the classroom, many of whom end up teaching half if not the whole year. Educational Assistants (EAs) and Paraprofessionals (PPTs) are often called upon to manage and teach the class when a teacher suddenly picks up and leaves mid-year. EAs, PPTs, and substitutes also have
longer track records than many of the licensed teachers in Wai‘anae schools. We have met with EAs in Wai‘anae who have been working proudly for the Hawai‘i DOE as EAs for 20 plus years. More than 80% of EAs and PPTs are from the same communities as their students. These “less-than-teacher” hires are committed to students and schools in their communities and often relied upon to fill the gap and assume all the same responsibilities of a “credentialed” teacher but are paid at a lower rate. Rather than continuing the current teacher recruitment efforts that overlooks EAs, PPTs, and substitutes who are filling those vacancies now, let’s think long-term to sustain our teacher workforce by hiring with the intent to develop, nurture and grow community members into the committed teachers our students need. We need a system that views community members as assets to our schools with the potential, ability and commitment to be the teachers that students deserve at the head of the classroom – by investing in a community-based teacher career ladder now.

There MUST be consultation with the community to achieve results – and reliably supply a diverse pool of highly effective classroom teachers to high needs schools. KKLEA is a demonstrated program to meet the solutions proposed so it will actually be effective.

**KKLEA strives to:**
- Support the education and excellence of homegrown teacher candidates and graduates
- Advocate for policies that facilitate increasing the number of teachers matching our communities’ diverse student populations
- Coordinate and align the work of innovative partnerships among universities, community colleges, school districts and community stakeholders that make up the “Grow Your Own” consortia across our state
- Create a pipeline of highly qualified teachers to match Hawai‘i’s student populations (“Grow our Own” defines highly qualified as pedagogical and subject matter content mastery and a high degree of cultural competence)
- Support our teachers once they are in the classroom
- Advocate to close the teacher-student diversity gap across Hawai‘i

**Impacts KKLEA sees a result of meeting our goals:**
- Improving teacher retention in low-income schools (saving much needed resources and stabilizing the culture of schools)
- Recruiting excellent teachers for hard-to-staff schools and hard-to-fill positions
- Improving student achievement in high needs schools
- Increasing teachers’ cultural competence and community connections

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However, even with mainland recruits, certain hard-to-staff schools still have vacancies. Long-term substitutes are placed in the classroom, many of whom end up teaching half if not the whole year. Educational Assistants (EAs) and Paraprofessionals (PPTs) are often called upon to manage and teach the class when a teacher suddenly picks up and leaves mid-year. EAs, PPTs, and substitutes also have longer track records than many of the licensed teachers in Wai‘anae schools.

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Angelina Mercado
Director of Advancement
Honolulu
Hawaii

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Let's invest our money wisely and for long-term impact--we need to invest in community members who want to be teachers but struggle to earn their Bachelor's degrees in teaching because of financial barriers. Let's include them in this program!

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Laurie Ann Takeno

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We need a system that views community members as assets to our schools with the potential, ability and commitment to be the teachers that students deserve at the head of the classroom – by investing in a community-based teacher career ladder now.

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**KKLEA strives to:**
• Support the education and excellence of homegrown teacher candidates and graduates

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(ii) HIDOE. (School Year 15-16). *Employment Report, School Year 2015-2016.* [HawaiiPublicSchools.org](http://www.hawaiipublicschools.org)


(v) HIDOE. (School Year 15-16). *Employment Report, School Year 2015-2016.* [HawaiiPublicSchools.org](http://www.hawaiipublicschools.org)


(vii) HIDOE. (School Year 15-16). *Employment Report, School Year 2015-2016.* [HawaiiPublicSchools.org](http://www.hawaiipublicschools.org)


Sanoe Marfil

Waianae

Hawaii

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July 18, 2017

Office of the Hawaii Board of Education
Human Resources Committee
1390 Miller Street
Room 404
Honolulu, HI 96813

RE: Hawaii DOE Proposal: “Grow Our Own”

Aloha Chair DeLima and Committee Members:

I am writing in response to the *Grow Our Own* proposal being submitted to the Hawaii Board of Education for approval.

The Grow Your Own movement has emerged across the country as the result of the convergence of three factors: a rapidly intensifying teacher shortage crisis, growing awareness of the negative effects on student learning that result from lack of diversity in the teacher workforce, and growing demands for social justice in our primary social institution, public schools.

The proposal being submitted today addressed only the most obvious of these concerns, which is the teacher shortage crisis. It does not address the lack of congruence between the student population and teacher workforce or our continued overreliance on underprepared people who move here to teach short-term as part of a longer-term career advancement strategy (TFA). And it does nothing to put the social justice concerns of the lack of educational equity front and center in our development of the next generation of teachers.

In their 2015 report entitled “Equitable Access to Excellent Educators,” the Hawaii Department of Education defined ‘minority students’ as Native Hawaiian and/or Pacific Islander students, and they defined equity in the most narrow fashion, “when the rate of poor or minority students who are taught by inexperienced, unqualified or out-of-field teachers is equal to the rate for other children” (8). And, for students in our most marginalized communities, identity and community connection matter and have an impact on student learning. According to the Center for American Progress report entitled “Retaining Teachers of Color in Our Public Schools: A Critical Need for Action,” teachers of color are crucial to all schools. Teachers of color, especially Native Hawaiian, Filipino and Pacific Islander teachers in Hawaii, are more likely to work and remain in high-poverty, hard-to-staff urban and remote rural schools than their white (and in Hawaii, Japanese-American) counterparts (Okamura 2017). These teachers are deeply
committed to the success of children from their communities, and the research shows that they affect a wide range of student academic outcomes. They also serve as powerful role models for all students and demonstrate that teaching can be a viable career for people of color, especially from Native Hawaiian, Filipino and Micronesian communities (Partee 2014; Okamura 2017).

I applaud the DOE for their willingness to provide a more innovative and flexible teacher-preparation approach in a university-based program, but we will also need to provide new frameworks for supporting and transitioning these educators through student teaching to become fully functioning, effective teachers, as well as career development for teachers of color (from Native Hawaiian, Filipino and Micronesian communities) that focuses on ways to explicitly support and retain educators who can be successful in schools with high proportions of ‘minority students.’

We should, as a state, develop a priority focus on “attaining a more diverse and representative teacher workforce, with the specific goal of having local and state workforces reflect the racial, ethnic, and linguistic compositions of classrooms” (Partee 2014). This kind of change does not happen accidentally. It must be part of the intention that informs the public policy, or we run the risk of reproducing the disparities between our student population and teacher workforce that lead to educational inequities in our schools. Prior to our statewide engagement in the Equity Audit that will be required under the new Every Student Succeeds Act, I would ask that the Department revisit their language around race, ethnicity and educational equity so that we can more honestly and fully challenge the existing systems that reproduce educational inequities in our schools along lines of race and ethnicity.

Sincerely,

Amy Perruso
I strongly feel that state funds should help support local citizens who are attempting to get their bachelor's degree in teaching, not only those who are transitioning from bachelor's with other majors to teaching. By having both programs this will allow a better influx of teachers who are willing to stay and teach our keiki within the community. It also nurtures the passion of those who desire to teach.

In solidarity with INPEACE, the Institute for Native Pacific Education and Culture, I am writing to express my support of the proposal on the partnership to "Grow Our Own" Teachers, with reservations. The effort is on the right path, but there are several fundamental attribution errors that have been made which will affect the proposed solution and will therefore not fix the problem.

Growing teachers from the community is a serious endeavor. Our request is that every existing program with proven results be explored to ensure the best use of resources to deliver the highest quality education to our children. The wise use of resources can help to: 1) Create a pipeline of highly qualified teachers to match Hawai‘i’s diverse student population; 2) Improve teacher retention in low-income schools; 3) Recruit for hard-to-staff schools and hard-to-fill positions; and 4) Increase cultural competence and community connections of teachers.

There is a long standing effective program, demonstrating gains and results in 96792, in Hawai‘i for the last 23 years that is under resourced but has strategies that the rest of the country is looking to for direction in overcoming the teacher shortage and lack of diversity crisis. INPEACE’s Kūlia & Ka Lama Education Academy (KKLEA) in Wai‘anae has supported more than 269 KKLEA graduates, who in total earned 302 education related degrees/certificates, and many of whom still continue to work in Wai‘anae Coast schools or in fields focused on Native Hawaiian education and well-being. Our work in community proves that Wai‘anae residents can and will become the role models our keiki need when we invest in them.

Data shows that local teachers from Hawai‘i yet NOT from the hard to serve communities move to “better” districts after 1-3 years, leaving a hole in the hard to serve community, once again, for a perpetual cycle of novice teachers that are “learning their job” on the backs of poor students. The inconsistency of teacher-student relationships and the constant need to establish new relationships with teachers has a lasting and
detrimental impact on our students. Adding to the inconsistency created by turnover is the disproportionate placement of new teachers on the Leeward Coast. A greater percentage of newly hired teachers are placed on the Coast (Leeward District) than any other district on O‘ahu, and not in proportion to the percentage of students enrolled in schools in the district. Not only do they have challenges with building relationships with the students, the new hires in HIDOE schools have below-par qualifications, with 15.3% of teachers being rated as “inexperienced” (vs. 12.6% nationwide), and 3.58% being uncertified (vs. 1.89% nationwide). In fact, 26.4% of new hires in school year 2015/16 did not have an education degree, and 66.5% had no teaching experience. A 2017 presentation to the Hawai‘i Board of Education elucidated the impacts: “Over 10,000 children don’t have a qualified teacher; 1 out of 7 special education teachers are not qualified; and our most needy students are the ones most likely to go without a qualified teacher”. The Coast receives the brunt end of these dismal statistics: a greater percentage of newly hired teachers who do have not completed a teacher education program are placed in the Leeward District (33.2%) than overall (8.2%) and Coast teachers lag significantly behind the state in all indicators of teacher quality tracked by the state (licensure, years of experience, 5 or more years at the same school, meeting No Child Left Behind requirements, advanced degrees).

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Rachel Arasato

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Darcie Scharfenstein

Honolulu

Hawaii

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Maile Keliipio Acoba
VP of Programs
Waianae
Hawaii

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July 17, 2017

Mr. Brian De Lima, Chair  
Mr. Hubert Minn, Vice Chair  
State of Hawai‘i, Board of Education  
Human Resources Committee  
1390 Miller Street, Room 309  
Honolulu, Hawai‘i  96813

Via: testimony_boe@notes.k12.hi.us

Re:  July 18, 2017 Human Resources Committee Meeting IV Discussion Items A.  
Presentation on partnership with University of Hawai‘i, College of Education to  
“Grow Our Own” teachers – Comments

Dear Chair De Lima and Vice Chair Minn,

The Native Hawaiian Education Council (NHEC or the Council), commends the Department for collaborating with the University of Hawai‘i – Mānoa, College of Education; and employing conceptually a “Grow Our Own” strategy to address teacher shortages throughout the system.

However, the Council **recommends** that the Department:

1) **Consult** with the impacted communities **during** program design and **before** launching such strategies;

2) **Collaborate** with community based programs, such as the Institute for Native Pacific Education and Culture’s (INPEACE) Kūlia & Ka Lama Education Academy (KKLEA) in the Wai‘anae community to extend its application and impact toward common goals (i.e., teacher shortages in high needs communities); and

3) **Broaden** such work **systemically** in collaborating with other University of Hawai‘i universities and colleges that already have or are developing similar programs or efforts (e.g., UH-Hilo’s Kahuawaiola, Leeward Community College, UH-West O‘ahu).
The Council’s website (http://www.nhec.org/) provides a short video summary of the impact of the Native Hawaiian Education Program (NHEP), including INPEACE’s KKLEA program, programs from other NHEP grantees--Partners in Development Foundation, ‘Aha Punana Leo, Keiki o Ka Aina, and the impact on the program participants, the families and their communities. NHEP grants are for only three (3) years and the Department has the opportunity to collaborate with implemented community based programs already “in flight” directly addressing the needs of the communities.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

Please feel free to contact the Council’s Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org) or office telephone (808.523.6432) with any questions.

Sincerely,

Dr. Lisa M. Watkins-Victorino, Chair

cc: Native Hawaiian Education Council and staff
From: ileanahaunani@gmail.com <Ileana H Ruelas>

Message:

As a Wai'anae community member, I absolutely support the advocacy towards building a teaching staff that reflects the diversity (socioeconomic, ethnic background, and community commitment etc.) of the communities that they serve.

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Ileana H Ruelas
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Hawaii

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Georgette Stevens

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From: cjasato@gmail.com <Christy Sato>

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Christy Sato
Mililani
Hawaii

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Jamie Shishido

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Summer 2010, pp 22-37.


Harriet Mokiao

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Data shows that local teachers from Hawai‘i yet NOT from the hard to serve communities move to “better” districts after 1-3 years, leaving a hole in the hard to serve community, once again, for a perpetual cycle of novice teachers that are “learning their job” on the backs of poor students. The inconsistency of teacher-student relationships and the constant need to establish new relationships with teachers has a lasting and detrimental impact on our students.[i] Adding to the inconsistency created by turnover is the disproportionate placement of new teachers on the Leeward Coast. A greater percentage of newly hired teachers are placed on the Coast (Leeward District) than any other district on O‘ahu, and not in proportion to the percentage of students enrolled in schools in the district.[ii][iii] Not only do they have challenges with building relationships with the students, the new hires in HIDOE schools have below-par
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Malery Du Pont

Waianae

Hawaii

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From: koka0104@ymail.com <Geena Koka>

Message:

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Summer 2010, pp 22-37.


Geena Koka
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Hawaii

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From: npouou@hawaii.edu <Naturalee Puou>

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If you are serious about education, please support this endeavor in producing homegrown teachers who understand our culture and the challenges that come with living in our communities.

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HIDOE. (School Year 15-16). *Employment Report, School Year 2015-2016*. HawaiiPublicSchools.org


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Solomon Alfapada

Waianae

Hawaii

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Research proves teacher quality and cultural competence, starting from early in the educational pipeline, makes a significant difference in student educational outcomes, especially in high-needs communities such as the Coast. Our state needs to invest in community driven and rooted solutions, such as KKLEA’s community teacher preparation programs. It is argued that teacher preparation programs here in Hawai‘i cannot provide enough graduates to fill the teacher vacancies.

However, even with mainland recruits, certain hard-to-staff schools still have vacancies. Long-term substitutes are placed in the classroom, many of whom end up teaching half if not the whole year. Educational Assistants (EAs) and Paraprofessionals (PPTs) are often called upon to manage and teach the class when a teacher suddenly picks up and leaves mid-year. EAs, PPTs, and substitutes also have longer track records than many of the licensed teachers in Wai‘anae schools.

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Summer 2010, pp 22-37.


Roberta Martel

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Dear Chair De Lima and Members of the Committee,

The Special Education Advisory Council (SEAC) supports the Department’s efforts to provide a stipend-supported pathway to teacher licensure for current DOE employees--emergency hires, Educational Assistants who are college graduates, substitute teachers, etc.--who are “Hawaii-connected” and committed to teaching students in hard to fill geographic and subject areas. These new teacher candidates will hopefully help to fill the critical shortage of special education teachers.

However, it is not clear that this approach will significantly improve retention rates or meet the Hawaii Blueprint for Public Education’s aspirational target of having the most qualified college students entering the profession of teaching as a career. SEAC believes strongly that a “Grow Our Own” program must place a greater emphasis on supporting Dual and Merged Prep programs at the undergraduate level to train teacher candidates BEFORE they take full-time teaching jobs.

Post Baccalaureate/emergency hire programs are a reactive approach to chronic teacher shortages. They have been reported to produce teachers who are less prepared and less likely to remain in the field. These results are not surprising when you consider that these Post Bac/emergency hire candidates are often placed in demanding classrooms without prior training, carry a teacher training course load while working a full-time job, and receive only intermittent mentoring vs. having a quality in-class mentor throughout the school day (as with Dual/Merged Prep student teaching).
In the new Strategic Plan for School Years 2017-2020, Objective 3 of Staff Success talks about expanding the professional pipeline with strategies like partnerships with public schools to interest young people early on in education as a worthwhile career. SEAC recommends more proactive actions like these and greater support of Dual/Merge Prep programs to prevent teacher shortages, so that we may move away from the crisis approach of emergency hire programs. Setting a time-sensitive goal to have 90% of all special education teachers (or teachers from other shortage areas) complete their initial training BEFORE they are hired would provide accountability to this commitment.

Thank you for this opportunity to provide testimony on an important initiative. If you have any questions, please feel free to contact us.

Respectfully,

Martha Guinan                             Ivalee Sinclair
SEAC Chair                                Legislative Committee Chair
From: gpaaluhi@gmail.com <Gaylynn Paaluhi>

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Osman Haslam

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From: jasmyn.lave@gmail.com <Jasmyn Lave>

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Vanessa Lau

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From: pataactj@hawaii.edu <Patricia Plunkett>

Message:

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**
From: atacruz@gmail.com <Angela Hoppe Cruz>

Message:

Aloha, My name is Angela Hoppe-Cruz, I am a parent of 3 beautiful children. We are proud and happy to call Waianae home. My children, like myself will be students of public school education. I believe that public school education is designed to provide an inherent right to all individuals of a democracy: education which translates to increased opportunities. To achieve this our schools NEED to have a consistent and highly qualified team of educators. I am writing first and foremost as a concerned parent, then as a community member of the Waianae Coast and lastly, as a community counselor whose life work is committed to empowering individuals to strive and reach their academic dreams. The Grow Our Own initiative is an excellent step in the right direction. I am writing in support of it with one exception. Please reconsider your funding support to also include Education Assistants and Substitutes that are currently working in our Waianae Coast schools and doing everything in their power to take steps towards completion of their Bachelor in Education. In my capacity as a community counselor specifically working with individuals in higher education, I know firsthand that financial barriers is the #1 challenge our students wrestle with. They toy with taking 1 class a semester versus a full load depending on what their finances look like. I spend 25% of my time working with students to identify financial resources i.e. FAFSA, scholarships, grants etc... Recently, more and more of the students I serve fall into a gap group. They make too much money to qualify for Financial Aid and or other scholarship support but not enough to take the next step towards financing their education. Supporting students who need it most...and demonstrate commitment to their academic journey was well as teaching in the most understaffed district on 'Oahu will benefit the greater community and most importantly our children. Mahalo for your consideration of my testimony. Angela Hoppe-Cruz, MSW

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Reports for SY 2015-16.

Angela Hoppe Cruz

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Summer 2010, pp 22-37.

[i] HIDOE. (School Year 15-16). Employment Report, School Year 2015-2016. HawaiiPublicSchools.org


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From: yrivers@hawaii.edu <Yolanda Rivers>

Message:

I am currently working on my bachelors degree to become a teacher. However, I have been struggling to pass my math praxis for the past three to 6 months. Because I am not able to take the rest of my required courses due to not passing my praxis, I have had to take breaks or take unnecessary courses just to get my financial aid. I have gotten to the point where I have exhausted all my financial aid and had to make school loans just to stay in school. It has left me with few options to continue on with my educational goals. I am one of those people who is truly passionate about making a difference within our community. I believe that "home grown" teachers can really make a positive difference for our children because we care about our children and we can relate to them. We have the passion, experience, connections to the community and we are willing to work hard but we cannot do it alone. Our community needs home grown teachers and I have been working for years trying to get to the point where I can become a part of the teaching community that gives back. I ask that you truly look at what a huge difference a home grown teacher can make for our children and our community. We need a positive change to move forward and we need your help in making it happen. Thank you

In solidarity with INPEACE, the Institute for Native Pacific Education and Culture, I am writing to express my support of the proposal on the partnership to "Grow Our Own" Teachers, with reservations. The effort is on the right path, but there are several fundamental attribution errors that have been made which will affect the proposed solution and will therefore not fix the problem.

Growing teachers from the community is a serious endeavor. Our request is that every existing program with proven results be explored to ensure the best use of resources to deliver the highest quality education to our children. The wise use of resources can help to: 1) Create a pipeline of highly qualified teachers to match Hawai‘i’s diverse student population; 2) Improve teacher retention in low-income schools; 3) Recruit for hard-to-staff schools and hard-to-fill positions; and 4) Increase cultural competence and community connections of teachers.

There is a long standing effective program, demonstrating gains and results in 96792, in Hawai‘i for the last 23 years that is under resourced but has strategies that the rest of the country is looking to for direction in overcoming the teacher shortage and lack of diversity crisis. INPEACE’s Kūlia & Ka Lama Education Academy (KKLEA) in Wai‘anae has supported more than 269 KKLEA graduates, who in total earned 302 education related degrees/certificates, and many of whom still continue to work in
Waiʻanae Coast schools or in fields focused on Native Hawaiian education and well-being. Our work in community proves that Waiʻanae residents can and will become the role models our keiki need when we invest in them.

Data shows that local teachers from Hawaiʻi yet NOT from the hard to serve communities move to “better” districts after 1-3 years, leaving a hole in the hard to serve community, once again, for a perpetual cycle of novice teachers that are “learning their job” on the backs of poor students. The inconsistency of teacher-student relationships and the constant need to establish new relationships with teachers has a lasting and detrimental impact on our students. Adding to the inconsistency created by turnover is the disproportionate placement of new teachers on the Leeward Coast. A greater percentage of newly hired teachers are placed on the Coast (Leeward District) than any other district on Oʻahu, and not in proportion to the percentage of students enrolled in schools in the district.[iii][iii] Not only do they have challenges with building relationships with the students, the new hires in HIDOE schools have below-par qualifications, with 15.3% of teachers being rated as “inexperienced” (vs. 12.6% nationwide), and 3.58% being uncertified (vs. 1.89% nationwide).[iv] In fact, 26.4% of new hires in school year 2015/16 did not have an education degree, and 66.5% had no teaching experience.[v] A 2017 presentation to the Hawaiʻi Board of Education elucidated the impacts: “Over 10,000 children don’t have a qualified teacher; 1 out of 7 special education teachers are not qualified; and our most needy students are the ones most likely to go without a qualified teacher”. [vi] The Coast receives the brunt end of these dismal statistics: a greater percentage of newly hired teachers who do have not completed a teacher education program are placed in the Leeward District (33.2%) than overall (8.2%)[vii] and Coast teachers lag significantly behind the state in all indicators of teacher quality tracked by the state (licensure, years of experience, 5 or more years at the same school, meeting No Child Left Behind requirements, advanced degrees).[viii]

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Yolanda Rivers

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Elizabeth Piazzie

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From: mkihei@hawaii.edu <Malia Kihei>

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