



SFSF APR Public Report for HAWAII

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**I.A. Distribution of Education Stabilization funds to local educational agencies (LEAs)**

Distribution of Education Stabilization funds (CFDA No. 84.394) to local educational agencies (LEAs):

Total amount of Education Stabilization funds made available to LEAs for obligation from October 1, 2010 through September 30, 2011 (Funds Made Available): **\$51,067,855.00**

Provide a list of the LEAs in the state and the total amount of Education Stabilization funds made available to them for obligation from October 1, 2010 to September 30, 2011:

LEA Name	NCES ID	Funds Made Available (2010) \$	Funds Made Available \$
HAWAII DEPT. OF EDUCATION	1500030	59,382,088	51,067,855

**I.B. Distribution of Education Stabilization funds to public institutions of higher education (IHEs)**

Distribution of Education Stabilization funds (CFDA No. 84.394) to public institutions of higher education (IHEs):

Total amount of Education Stabilization funds made available to IHEs for obligation from October 1, 2010 through September 30, 2011 (Funds Made Available): **\$10,311,798.00**

Provide a list of the public IHEs in the state and the total amount of Education Stabilization funds made available to them for obligation October 1, 2010 to September 30, 2011:

IHE Name	IPEDS ID	2-year or 4 year	Funds Made Available (2010) \$	Funds Made Available \$

HAWAI'I COMMUNITY COLLEGE	383190	2-year	815,029	743,515
HONOLULU COMMUNITY COLLEGE	141680	2-year	1,123,463	1,081,644
KAPI'OLANI COMMUNITY COLLEGE	141796	2-year	2,057,691	2,041,691
KAUA'I COMMUNITY COLLEGE	141802	2-year	271,227	243,122
LEEWARD COMMUNITY COLLEGE	141811	2-year	1,528,611	1,480,086
MAUI COLLEGE	141839	2-year	736,617	873,523
UNIVERSITY OF HAWAI'I, MANOA	141574	4-year	29,480,000	3,351,798
University of Hawaii at Hilo	141565	4-year		
University of Hawaii-West Oahu	141981	4-year		
WINDWARD COMMUNITY COLLEGE	141990	2-year	427,362	496,419

### I.C. Distribution of Government Services funds (GSF) to entities

Distribution of Government Services funds (CFDA No. 84.397) to entities:

Total amount of Government Services funds made available to LEAs, IHEs, or other entities for obligation from October 1, 2010 through September 30, 2011 (Funds Made Available):  
**\$1,252,381.79**

Provide a list of entities (including state agencies) to which the state has awarded GSF and the total amount of Government Services funds made available to each entity for obligation from October 1, 2010 to September 30, 2011:

Entity Name	Entity ID	Funds Made Available (2010) \$	Funds Made Available\$
HAWAII COMMUNITY COLLEGE	383190		35,762.26
HAWAII DEPT. OF BUDGET & FINANCE	BUF	400,069	0
HAWAII DEPT. OF BUSINESS, ECONOMIC DEV. & TOURISM	BED	162,900	0
HAWAII DEPT. OF DEFENSE	DOD	274,166.17	0
HAWAII DEPT. OF EDUCATION & CHARTER SCHOOL ADMINISTRATIVE OFFICE	1500030	26,098,158	900,000
KAPIOLANI COMMUNITY COLLEGE	141796		50,024.84
KAUAI COMMUNITY COLLEGE	141802		36,505.62
LEEWARD COMMUNITY COLLEGE	141811		108,070.66
MAUI COLLEGE	141839		61,151.57
OFFICE OF THE GOVERNOR	GOV	2,575,833.83	0
UNIVERSITY OF HAWAII, HILO CAMPUS	141565	599,999.25	0
UNIVERSITY OF HAWAII, HONOLULU COMMUNITY COLLEGE	141680	556,299.43	0
UNIVERSITY OF HAWAII, VP FOR RESEARCH	141574	3,056,619.53	0
WINDWARD COMMUNITY COLLEGE	141990		60,866.84

### II.A. Uses of Education Stabilization funds by LEAs

Provide a concise narrative of how LEAs in your state have generally used Education Stabilization funds, and the impact that the funds had on elementary and secondary education in

your State from October 1, 2010 to September 30, 2011:

Entry from previous timeframe:

**The Hawaii Department of Education (HIDOE) used Education Stabilization funds to partially offset state general fund restrictions by reimbursing payroll expenses for educator positions. Thus, HIDOE avoided laying off teachers and reduced the potential impact of furlough days on students. Therefore, Education Stabilization funds have permitted elementary and secondary education to maintain student/teacher ratios, allowed educational reform plans to continue without significant staff disruption/reassignment caused by a reduction in force, avoided teacher layoffs, and permitted school management to concentrate on education rather than financial and staffing crises.**

Please update for the new timeframe:

**The Hawaii Department of Education (HIDOE) used Education Stabilization funds to partially offset state general fund restrictions by reimbursing payroll expenses for educator positions. Thus, HIDOE avoided laying off teachers and reduced the potential impact of furlough days on students. Therefore, Education Stabilization funds have permitted elementary and secondary education to maintain student/teacher ratios, allowed educational reform plans to continue without significant staff disruption/reassignment caused by a reduction in force, avoided teacher layoffs, and permitted school management to concentrate on education rather than financial and staffing crises.**

Estimate the total amount of Education Stabilization funds draw downs that the State made on behalf of LEAs, from October 1, 2010 to September 30, 2011, under the following categories:

Salaries and benefits:	<b>\$62,181,371.78</b>
Contracts for construction, modernization, renovation, or repair projects:	<b>\$0.00</b>
Other:	<b>\$0.00</b>
Total:	<b>\$62,181,371.78</b>

## **II.B. Uses of Education Stabilization funds by public IHEs**

Provide a concise narrative of how public IHEs in your State have generally used Education Stabilization funds, and the impact that the funds have had on postsecondary education in your State from October 1, 2010 to September 30, 2011:

Entry from previous timeframe:

**The University of Hawaii System (UH) is the state's public higher education system and consists of both 2- and 4-year colleges. UH used Education Stabilization Funds to partially offset general fund restrictions by reimbursing payroll expenses for instructional positions at the University of Hawaii at Manoa and UH Community Colleges. At the University of Hawai'i at Manoa, Education Stabilization funds are being used to reimburse the salaries of instructional positions. The UH Community Colleges are using Education Stabilization funds to reimburse the salaries of instructional lecturers at all Community College campuses. Education Stabilization Funds are being effectively used to retain jobs and stabilize operations while maintaining fidelity to the tuition schedule adopted in 2005 and meeting the demands of record student enrollments.**

Please update for the new timeframe:

**The University of Hawaii System (UH) is the state's public higher education system and consists of both 2- and 4-year colleges. UH used Education**

**Stabilization Funds to partially offset general fund restrictions by reimbursing payroll expenses for instructional positions at the University of Hawaii at Manoa and UH Community Colleges. At the University of Hawai'i at Manoa, Education Stabilization funds were used to reimburse the salaries of instructional positions. The UH Community Colleges used Education Stabilization funds to reimburse the salaries of instructional lecturers at all Community College campuses. Education Stabilization Funds were effectively used to retain jobs and stabilize operations while maintaining fidelity to the tuition schedule adopted in 2005 and meeting the demands of record student enrollments.**

Estimate the total amount of Education Stabilization funds draw downs that the State made on behalf of public IHEs, from October 1, 2010 to September 30, 2011, under the following categories:

Salaries and benefits:	<b>\$25,051,768.44</b>
Student financial assistance:	<b>\$0.00</b>
Contracts for modernization, renovation, or repair projects:	<b>\$0.00</b>
Other:	<b>\$0.00</b>
Total:	<b>\$25,051,768.44</b>

### **II.C. Uses of Government Services funds by entities**

Provide a concise narrative of how entities in your State (including State agencies) have generally used Government Services funds, and how the funds have affected the State's provision of services from October 1, 2010 to September 30, 2011:

Entry from previous timeframe:

**As of September 30, 2010, a total of \$4,456,205.52 of General Services funds (GSF) was drawn down from the U.S. Department of Education. Of this total: 49.5% or \$2,207,730.23 was used to support elementary and secondary education for programs and activities including: Charter Schools Educational Resource Management Plan, Charter Schools Highly Effective Teachers initiative, Accreditation of Public Charter Schools, and education programs for the Challenger Center. 24.2% or \$1,080,542.59 was used by the University of Hawaii, Hawaii's only public system of institutions of higher education (IHEs), for the Fostering Inspiration & Relevance through Science & Technology (FIRST) Pre-Academies. 26.2% or \$1,167,932.70 was used for 'Other' purposes including \$1,123,934 to provide hands-on learning opportunities through the robotics education programs; \$7,560 to Hawaii Literary for specialized trainers at the Oahu In-Step Children's Science Show, and \$36,436 to pay salaries for the Office of Recovery and Reinvestment to provide oversight services to state agencies receiving ARRA awards.**

Please update for the new timeframe:

**For the period October 1, 2010 to September 30, 2011, a total of \$28,305,413.90 was drawdown from the US Dept. of Education. Of this total, 84% or \$23,890,427.77 was used to support elementary and secondary education including Charter Schools and Race to the Top Zones of School Innovations, Early Learning and Extended Learning. 10% or \$2,275,691.60 was used by the University of Hawaii, Hawaii's only public system of institutions of higher education, to continue FIRST pre-academies, Music & Entertainment Learning Experience (MELE), and reimburse positions in physical sciences. 6% or \$1,689,294.53 was used for "other" purposes including continuing expenses for the Office of Recovery & Reinvestment and other units of the Dept. of Budget & Finance; salaries related to oversight of Creative Industries development; and Robotics education program.**

Estimate the total amount of Government Services funds that the State has drawn down on behalf of its subrecipients, from October 1, 2010 to September 30, 2011, under the following categories:

Elementary and secondary education (excluding construction, modernization, renovation, or repair of public school facilities):	<b>\$23,890,427.77</b>
Construction, modernization, renovation, or repair of public school facilities:	<b>\$0.00</b>
Modernization, renovation, or repair of public IHE facilities:	<b>\$0.00</b>
Public IHEs (excluding modernization, renovation, or repair of public IHE facilities):	<b>\$2,725,691.60</b>
Public safety:	<b>\$0.00</b>
Public assistance:	<b>\$0.00</b>
Transportation:	<b>\$0.00</b>
Other:	<b>\$1,689,294.53</b>
Total:	<b>\$28,305,413.90</b>

### III.A. & B. Tuition and Fees

Describe any actions taken by the State to limit increases in tuition and fees imposed by public IHEs for in-State students:

Entry from previous timeframe:

**Not applicable. The University of Hawai'i Board of Regents (BOR) establishes tuition, fees, and other charges in accordance with State statute. In 2005, the BOR approved a tuition schedule beginning in Fall 2006 and running through Spring 2012. The BOR maintained the tuition schedule approved in 2005.**

Please update for the new timeframe:

For each 2- or 4-year public IHE, please provide the tuition and mandatory fee amounts for in-State students for school years 2008-2009, 2009-2010, and 2010-2011:

Data should be provided for all four-year and two-year public IHEs. Private IHEs should not be included.

IHE Name	IPEDS	2-year or 4-year	Academic Year	Avg Annual Undergrad Tuition\$	Mandatory Fees\$
HAWAI'I COMMUNITY COLLEGE	383190	2-year	2008-09	1,704	134
HAWAI'I COMMUNITY COLLEGE	383190	2-year	2009-10	1,896	134
HAWAI'I COMMUNITY COLLEGE	383190	2-year	2010-11	2,112	134
HONOLULU COMMUNITY COLLEGE	141680	2-year	2008-09	1,704	30
HONOLULU COMMUNITY COLLEGE	141680	2-year	2009-10	1,896	30
HONOLULU COMMUNITY COLLEGE	141680	2-year	2010-11	2,112	30
KAPI'OLANI COMMUNITY COLLEGE	141796	2-year	2008-09	1,704	60
KAPI'OLANI COMMUNITY COLLEGE	141796	2-year	2009-10	1,896	60
KAPI'OLANI COMMUNITY					

COLLEGE	141796	2-year	2010-11	2,112	60
KAUA'I COMMUNITY COLLEGE	141802	2-year	2008-09	1,704	60
KAUA'I COMMUNITY COLLEGE	141802	2-year	2009-10	1,896	60
KAUA'I COMMUNITY COLLEGE	141802	2-year	2010-11	2,112	60
LEEWARD COMMUNITY COLLEGE	141811	2-year	2008-09	1,704	25
LEEWARD COMMUNITY COLLEGE	141811	2-year	2009-10	1,896	45
LEEWARD COMMUNITY COLLEGE	141811	2-year	2010-11	2,112	45
MAUI COLLEGE	141839	2-year	2008-09	1,704	122
MAUI COLLEGE	141839	2-year	2009-10	1,896	126
MAUI COLLEGE	141839	2-year	2010-11	2,112	126
UNIVERSITY OF HAWAI'I, MANOA	141574	4-year	2008-09	5,952	307
UNIVERSITY OF HAWAI'I, MANOA	141574	4-year	2009-10	6,768	400
UNIVERSITY OF HAWAI'I, MANOA	141574	4-year	2010-11	7,584	511
University of Hawaii at Hilo	141565	4-year	2008-09	4,056	304
University of Hawaii at Hilo	141565	4-year	2009-10	4,584	304
University of Hawaii at Hilo	141565	4-year	2010-11	5,112	304
University of Hawaii-West Oahu	141981	4-year	2008-09	3,696	10
University of Hawaii-West Oahu	141981	4-year	2009-10	4,176	10
University of Hawaii-West Oahu	141981	4-year	2010-11	4,656	10
WINDWARD COMMUNITY COLLEGE	141990	2-year	2008-09	1,704	40
WINDWARD COMMUNITY COLLEGE	141990	2-year	2009-10	1,896	40
WINDWARD COMMUNITY COLLEGE	141990	2-year	2010-11	2,112	40

### III.C. Enrollment

Student enrollment data:

Data should be provided for all four-year and two-year public IHEs. Private IHEs should not be included.

IHE Name	IPEDS	2-year or 4-	Academic	Full Time or Part	Enrollment	Students Eligible for Any Need-Based Financial	Students Eligible
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		year	Year	Time Undergrad		Assistance (including Pell grants)	for Pell Grants
HAWAII COMMUNITY COLLEGE	383190	2-year	2008-09	Full time	1,250	683	582
HAWAII COMMUNITY COLLEGE	383190	2-year	2008-09	Part time	1,188	461	370
HAWAII COMMUNITY COLLEGE	383190	2-year	2009-10	Full time	1,509	985	879
HAWAII COMMUNITY COLLEGE	383190	2-year	2009-10	Part time	1,324	602	505
HAWAII COMMUNITY COLLEGE	383190	2-year	2010-11	Full time	1,780	1,298	1,198
HAWAII COMMUNITY COLLEGE	383190	2-year	2010-11	Part time	1,450	752	640
HONOLULU COMMUNITY COLLEGE	141680	2-year	2008-09	Full time	1,323	400	308
HONOLULU COMMUNITY COLLEGE	141680	2-year	2008-09	Part time	1,808	302	248
HONOLULU COMMUNITY COLLEGE	141680	2-year	2009-10	Full time	1,431	554	465
HONOLULU COMMUNITY COLLEGE	141680	2-year	2009-10	Part time	1,820	410	354
HONOLULU COMMUNITY COLLEGE	141680	2-year	2010-11	Full time	1,517	625	560
HONOLULU COMMUNITY COLLEGE	141680	2-year	2010-11	Part time	1,792	425	381
KAPI'OLANI COMMUNITY COLLEGE	141796	2-year	2008-09	Full time	2,200	645	486
KAPI'OLANI COMMUNITY COLLEGE	141796	2-year	2008-09	Part time	3,303	670	505
KAPI'OLANI COMMUNITY COLLEGE	141796	2-year	2009-10	Full time	2,430	901	726
KAPI'OLANI COMMUNITY COLLEGE	141796	2-year	2009-10	Part time	3,631	935	746
KAPI'OLANI COMMUNITY COLLEGE	141796	2-year	2010-11	Full time	2,487	1,003	845

KAPI'OLANI COMMUNITY COLLEGE	141796	2- year	2010-11	Part time	3,752	1,118	948
KAUA'I COMMUNITY COLLEGE	141802	2- year	2008-09	Full time	423	131	98
KAUA'I COMMUNITY COLLEGE	141802	2- year	2008-09	Part time	617	146	108
KAUA'I COMMUNITY COLLEGE	141802	2- year	2009-10	Full time	529	236	194
KAUA'I COMMUNITY COLLEGE	141802	2- year	2009-10	Part time	718	210	169
KAUA'I COMMUNITY COLLEGE	141802	2- year	2010-11	Full time	524	268	223
KAUA'I COMMUNITY COLLEGE	141802	2- year	2010-11	Part time	799	292	246
LEEWARD COMMUNITY COLLEGE	141811	2- year	2008-09	Full time	2,532	743	599
LEEWARD COMMUNITY COLLEGE	141811	2- year	2008-09	Part time	2,504	567	437
LEEWARD COMMUNITY COLLEGE	141811	2- year	2009-10	Full time	2,828	974	843
LEEWARD COMMUNITY COLLEGE	141811	2- year	2009-10	Part time	2,637	710	599
LEEWARD COMMUNITY COLLEGE	141811	2- year	2010-11	Full time	2,858	1,210	1,078
LEEWARD COMMUNITY COLLEGE	141811	2- year	2010-11	Part time	2,791	867	770
MAUI COLLEGE	141839	2- year	2008-09	Full time	1,213	563	425
MAUI COLLEGE	141839	2- year	2008-09	Part time	1,689	555	409
MAUI COLLEGE	141839	2- year	2009-10	Full time	1,620	918	766
MAUI COLLEGE	141839	2- year	2009-10	Part time	2,021	897	718
MAUI COLLEGE	141839	2- year	2010-11	Full time	1,747	1,121	982
MAUI COLLEGE	141839	2- year	2010-11	Part time	2,246	1,180	1,022
UNIVERSITY OF HAWAII, MANOA	141574	4- year	2008-09	Full time	7,512	3,021	1,697

UNIVERSITY OF HAWAII, MANOA	141574	4-year	2008-09	Part time	2,108	650	384
UNIVERSITY OF HAWAII, MANOA	141574	4-year	2009-10	Full time	7,844	3,626	2,246
UNIVERSITY OF HAWAII, MANOA	141574	4-year	2009-10	Part time	2,103	720	466
UNIVERSITY OF HAWAII, MANOA	141574	4-year	2010-11	Full time	7,939	4,044	2,693
UNIVERSITY OF HAWAII, MANOA	141574	4-year	2010-11	Part time	2,069	841	574
University of Hawaii at Hilo	141565	4-year	2008-09	Full time	1,767	995	656
University of Hawaii at Hilo	141565	4-year	2008-09	Part time	487	190	124
University of Hawaii at Hilo	141565	4-year	2009-10	Full time	1,894	1,201	867
University of Hawaii at Hilo	141565	4-year	2009-10	Part time	492	229	156
University of Hawaii at Hilo	141565	4-year	2010-11	Full time	1,942	1,314	970
University of Hawaii at Hilo	141565	4-year	2010-11	Part time	499	257	190
University of Hawaii-West Oahu	141981	4-year	2008-09	Full time	349	172	112
University of Hawaii-West Oahu	141981	4-year	2008-09	Part time	678	241	131
University of Hawaii-West Oahu	141981	4-year	2009-10	Full time	357	217	143
University of Hawaii-West Oahu	141981	4-year	2009-10	Part time	823	304	212
University of Hawaii-West Oahu	141981	4-year	2010-11	Full time	402	279	220
University of Hawaii-West Oahu	141981	4-year	2010-11	Part time	901	369	280
WINDWARD COMMUNITY COLLEGE	141990	2-year	2008-09	Full time	653	288	226
WINDWARD COMMUNITY COLLEGE	141990	2-year	2008-09	Part time	870	331	280
WINDWARD		2-					

COMMUNITY COLLEGE	141990	year	2009-10	Full time	722	414	359
WINDWARD COMMUNITY COLLEGE	141990	2-year	2009-10	Part time	1,018	446	395
WINDWARD COMMUNITY COLLEGE	141990	2-year	2010-11	Full time	868	512	456
WINDWARD COMMUNITY COLLEGE	141990	2-year	2010-11	Part time	1,096	553	491

#### IV. Tax Increases Averted

Estimate the degree to which State tax increases were averted because of the availability of SFSF funds.

Entry from previous timeframe:

**It would be speculative to determine whether state tax increases were avoided under former Governor Linda Lingle's administration. Since the former Lingle administration was not inclined to increase taxes, it is unlikely that tax increases were averted because of the availability of SFSF funds. Given the state's economic condition, if SFSF funds had not been available, in order to accommodate budget shortfalls, the likely impact would have been further budget reductions to HIDOE, charters schools and the UH, as well as other state department. Such reductions, may have included, but would not be limited to reduction-in-force (layoffs), additional furlough days, delayed payments, and/or increased reductions in services.**

Please update for the new timeframe:

**It is unlikely that tax increases were averted because of the availability of SFSF funds. Given the state's economic condition, if SFSF funds had not been available, in order to accommodate budget shortfalls, the likely impact would have been further budget reductions to Hawaii Dept. of Education, Charters Schools and the University of Hawaii, as well as other state department. Such reductions may have included but would not be limited to reduction-in-force (layoffs), additional furlough days, delayed payments, and/or increased reductions in services.**

#### V. Jobs Saved or Created

In its quarterly reports submitted under section 1512 of ARRA, each State provided data on, among other things, the number of jobs estimated to have been saved or created as a result of SFSF support. The Department will use the information that has been reported to determine the number of jobs that have been saved or created. For the purposes of the Initial Annual Report, the State is not required to provide any additional information on the number of jobs estimated to have been saved or created.

Jobs Reported Saved or Created in the First APR:

	Reported Jobs for 02/17/09 - 09/30/09	Reported Jobs for 10/01/09 - 12/31/09	Reported Jobs for 01/01/10 - 03/31/10	Reported Jobs for 04/01/10 - 06/30/10	Reported Jobs for 07/01/10 - 09/30/10
<b>Education Grants</b>	0	2,065.37	1,219.48	1,066.91	2,243.27
<b>Government Services</b>	0	0	0	33.43	36.61

Jobs Reported Saved or Created in the Second APR:

	<b>Reported Jobs for 10/01/10 - 12/31/10</b>	<b>Reported Jobs for 01/01/11 - 03/31/11</b>	<b>Reported Jobs for 04/01/11 - 06/30/11</b>	<b>Reported Jobs for 07/01/11 - 09/30/11</b>
<b>Education Grants</b>	2411.72	2671.78	127.65	0
<b>Government Services</b>	36.61	87.49	1171.28	38.93

## **VI. Progress in Advancing Education Reform**

### **A. Reducing inequities in the distribution of highly qualified teachers:**

Describe the steps that the State has taken, from October 1, 2010 through September 30, 2011, to reduce inequities in the distribution of highly qualified teachers.

Entry from previous timeframe:

In addition to prior initiatives, since 2007, HIDOE has had a formal plan for equitable distribution of highly qualified (HQ) teachers. The 34 page plan emphasizes HIDOE's commitment to ensuring that each student is taught by a HQ teacher (HQT), with an emphasis on high need schools. HIDOE's primary approach has been to facilitate all teachers becoming HQ. Over the last two school years, HIDOE disseminated information including an extensive library of materials to assist non-HQ teachers in becoming HQ and to assist principals in administering the Title II program via hard copy and an HQT webpage. Annual Title II training sessions have been provided to complex area (regional) and school HQT designees and mentors. All non-HQ teachers are required to prepare and implement a professional development plan which is approved by the school principal and HIDOE's HQT Teacher unit. Recruitment efforts have been focused on filling vacancies for shortage areas of special education, math, and science with concentrated efforts and priority for geographical hard to fill areas. Additionally, HIDOE's Office of Human Resources IMPD section offered Praxis Prep Workshops and provided Induction and Mentoring services to new teachers and complex areas. Professional development courses were developed and offered to all teachers including those in public charter schools. Specifically for high need schools, HIDOE has targeted high poverty schools (65% or more of their students eligible for free and reduced lunch) and those more than 25% of their classes are taught by non-HQ teachers for priority attention. Priority attention schools received an additional \$1000 per non-HQ teacher for the implementation of their professional development plan and on-site, one-on-one technical assistance with professional development planning. Furthermore, HIDOE has begun implementing its Race to the Top plan for equitable distribution of highly effective teachers. Initial planned strategies include priority assignment of HQ teachers in Zones of School Innovation (schools in regions with persistently lowest achieving schools) and stipends for HQ teachers within Zones; HIDOE and the Hawaii State Teachers Association are in discussion about implementation of these strategies. These state level efforts, along with proper assignment by principals and the work of non-HQ teachers to become HQ, have resulted in greatly increasing the number of classes taught by HQ teachers both statewide and in high poverty schools. Data show that high poverty elementary schools have increased their percentage of HQ teachers by 6.5 points since 2008-09; last year, 94% of teachers high poverty schools were HQ compared with 96% statewide. At the secondary level, the proportion of courses taught by HQ teachers has increased in each subject, both statewide and at high poverty schools. For example, at high poverty schools, mathematics courses taught by HQ teachers have increased from 49% to 65%, and science courses taught by HQ teachers have increased from 64% to 77%.

Please update for the new timeframe:

**Update for School Year 2010-1011:** • Data show that high poverty elementary schools continue to increase their percentage of Highly Qualified (HQ) teachers and now are at 96% compared to 97% statewide, narrowing the gap to a percentage point difference. • At the secondary level, the proportion of courses taught by HQ teachers has increased in each subject, both statewide and at high poverty schools. For example, at high poverty schools, mathematics courses taught by HQ teachers have increased from 49% to 76%, and science courses taught by HQ teachers have increased from 64% to 82%. Explanatory Comments: In addition to prior initiatives, since 2007, HIDOE has had a formal plan for equitable distribution of highly qualified (HQ) teachers. The 34 page plan emphasizes HIDOE's commitment to ensuring that each student is taught by a HQ teacher (HQT), with an emphasis on high need schools. HIDOE's primary approach has been to facilitate all teachers becoming HQ. Over the last four school years, HIDOE disseminated information including an extensive library of materials to assist non-HQ teachers in becoming HQ and to assist principals and designated complex area staff in administering the Title II program via hard copy handbook and an HQT webpage. Annual Title II training sessions have been provided to complex area (regional) and school HQT designees and

mentors. All non-HQ teachers are required to prepare and implement a professional development plan which is approved by the school principal and reviewed by the HIDOE's HQT Teacher unit. Recruitment efforts have been focused on filling vacancies for shortage areas of special education, math, and science with concentrated efforts and priority for geographical hard to fill areas. Additionally, HIDOE's Office of Human Resources IMPD section offered Praxis Prep Workshops and provided Induction and Mentoring services to new teachers in all complex areas. Professional development courses were developed and offered to all teachers including those in public charter schools. Specifically for high need schools, HIDOE has targeted high poverty schools (65% or more of their students eligible for free and reduced lunch) and those more than 25% of their classes are taught by non-HQ teachers for priority attention. Priority attention schools received an additional \$1000 per non-HQ teacher for the implementation of their professional development plan and on-site, one-on-one technical assistance with professional development planning. Furthermore, HIDOE has begun implementing its Race to the Top plan for equitable distribution of highly effective teachers. Strategies include priority assignment of HQ teachers in Zones of School Innovation (schools in regions with persistently lowest achieving schools) and additional assistance to non-HQ teachers to completing their professional development plans; HIDOE and the Hawaii State Teachers association continue the discussion about the implementation of these strategies. These state level efforts, along with proper assignment by principals and the work of non-HQ teachers to become HQ, have resulted in greatly increasing the number of classes taught by HQ teachers both statewide and in high poverty schools.

#### **Certification of review of submission**

**Note:** This page should be certified by the governor or an authorized representative of the governor.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and User Manual*.

Full name and title: **Bruce Coppa, Chief of Staff**

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Questions about the State Fiscal Stabilization Fund program should be sent to:  
[State.Fiscal.Fund@ed.gov](mailto:State.Fiscal.Fund@ed.gov)