

JAN 25 2006

A BILL FOR AN ACT

RELATING TO EARLY CHILDHOOD EDUCATION.

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

- 1 SECTION 1. Act 151, Session Laws of Hawaii 2005,
2 established in the University of Hawaii a temporary early
3 childhood education task force to:
- 4 (1) Propose an overall plan to increase access to early
5 childhood education opportunities for families, which
6 may include incentives, resource development, the need
7 for and availability of infrastructure, and possible
8 funding sources;
- 9 (2) Develop plans and identify resources needed to improve
10 the quality and services of early childhood learning
11 programs;
- 12 (3) Design proposals to support the professional
13 development of early childhood education staff;
- 14 (4) Create an implementation plan to motivate and promote
15 the value of and participation in early childhood
16 learning opportunities for parents and the general
17 public, including the business community; and



1 (5) Recommend to the legislature a conceptual framework,
2 along with proposals for policies and legislation
3 necessary to facilitate and monitor the implementation
4 of such a framework.

5 In December 2005, the temporary early childhood education
6 task force submitted its report to the legislature. The purpose
7 of this Act is to implement the recommendations of the temporary
8 early childhood education task force.

9 SECTION 2. The Hawaii Revised Statutes is amended by
10 adding a new chapter to be appropriately designated and to read
11 as follows:

12 "CHAPTER

13 EARLY LEARNING AUTHORITY

14 § -1 **Early learning authority; established; board.** (a)

15 There is established the early learning authority, which shall
16 be a body corporate and a public instrumentality of the State,
17 for the purposes of implementing this chapter. The authority
18 shall be placed within the department of education for
19 administrative purposes only.

20 The authority shall develop, implement, and provide for the
21 sustainability of a coherent, comprehensive early learning
22 system that maximizes public and private resources to provide



1 early learning opportunities for all young children in the State
2 up to age eight. The authority shall increase efficiency and
3 coordination of early learning opportunities statewide by
4 developing quality standards and agreed upon outcomes and
5 evaluation of early education programs, ensure a statewide
6 integrated early childhood system, increase the quality of
7 education through access to education and training of
8 professionals, and provide funding for early childhood programs.

9 (b) The authority shall be governed by a board of
10 directors composed of members from the private and public
11 sectors who shall be charged with addressing the vision,
12 mission, goals, and guiding principles of Hawaii's early
13 childhood learning system conceptual framework. The governor
14 shall appoint the members of the board pursuant to section 26-
15 34; provided that:

- 16 (1) Membership on the board shall not exceed twenty;
- 17 (2) The private sector shall be broadly represented and
18 membership representing the private sector shall not
19 be less than fifteen;
- 20 (3) The governor shall:

1 (A) Determine which board members shall serve ex-
2 officio and whether they shall be voting or
3 nonvoting members;

4 (B) Consider for membership additional individuals
5 who do not represent organizations currently
6 represented by members of the temporary early
7 childhood education task force as identified in
8 section 2(d) of Act 151, Session Laws of Hawaii
9 2005; and

10 (C) Appoint the members of the board no later than
11 December 31, 2006; and

12 (4) The members of the temporary early childhood education
13 task force shall act as a transitional board of
14 directors until the governor appoints the permanent
15 members of the board of directors pursuant to
16 paragraph (3).

17 (c) The board shall appoint from its members a
18 chairperson, vice chairperson, secretary, treasurer, and any
19 other officers that the board may deem necessary or desirable to
20 carry out its functions.

1 (d) Members shall serve without compensation, but may be
2 reimbursed for the necessary expenses, including travel
3 expenses, incurred in the performance of their duties.

4 § -2 **Hawaii's early learning system conceptual**
5 **framework.** Hawaii's early learning system conceptual framework
6 consists of the following:

7 (1) Mission. The purposes of the early learning system:

8 (A) Provides equal opportunities for early learning,
9 health, social, and family resources that are
10 responsive to families; and

11 (B) Includes services and programs that are
12 respectful of the host culture, honor individual
13 preferences, and offer high quality choices;

14 (2) Goals. The ideals to which the early learning system
15 aspires and that can be identified in short-term,
16 intermediate-term, and long-term outcomes are as
17 follows:

18 (A) All Hawaii residents acknowledge and understand
19 that the foundation of a child's life is
20 developed in the first eight years and any
21 interruption in the development trajectory can
22 require expensive intervention in later years;

1 (B) Families and communities are knowledgeable about
2 children's needs and how to foster healthy
3 development and learning;

4 (C) A variety of adequate, high quality care and
5 learning options that support the whole child
6 with regard to health, special needs, nutrition,
7 physical development, safety, and early learning
8 are available and accessible to all of Hawaii's
9 families with young children;

10 (D) The sustainability and progress of the early
11 learning system is ensured by policies that
12 include the engagement and participation of
13 communities, early learning and allied
14 professions, and public and private agencies;

15 (E) Adequate, sustainable, coordinated funding is
16 available for all sectors of the early learning
17 system; and

18 (F) Early care and education is recognized and valued
19 as a viable profession with adequate compensation
20 and benefits, accessible initial preparation, and
21 continuing professional development
22 opportunities; and



- 1 (3) Guiding principles. The principles used to guide
2 decision making that express and support the mission
3 and goals of the system are:
- 4 (A) Hawaii's residents expect that every child has a
5 right to quality early learning experiences;
- 6 (B) Families are recognized as children's first and
7 most important teachers, and they must have
8 choices among high quality early learning
9 settings;
- 10 (C) All settings that serve young children and their
11 families acknowledge the integrated nature of
12 development in the critical domains of cognitive,
13 social, emotional, physical, and moral
14 development;
- 15 (D) Care and education cannot be considered
16 separately in young children's learning and
17 development;
- 18 (E) Programs and services supported by the early
19 learning system are standards-based and
20 accountable;
- 21 (F) Standards established for early learning programs
22 and services are based on current knowledge of

1 child development and reflect best practices in
2 early childhood pedagogy and professional
3 development;

4 (G) Skilled and knowledgeable early care and
5 education practitioners are an essential key to
6 quality and must have access to education and
7 training opportunities and receive equitable
8 compensation and opportunities to succeed;

9 (H) Development and maintenance of the early learning
10 system is based on data that is coordinated and
11 shared among all stakeholders in the system;

12 (I) Services are seamless and transparent to parents
13 and children within the early learning system;

14 (J) Limited resources target underserved low-income
15 families first because this intervention has
16 proven to have the greatest return on investment;

17 (K) Interagency coordination and collaboration are
18 essential to ensure children's optimal
19 development in all domains and the most effective
20 use of resources; and

21 (L) Successful transition to elementary school
22 requires effective collaboration, communication,



1 and continuity between early learning sites and
2 elementary schools. Transition strategies and
3 practices are based on current understanding of
4 child development principles.

5 § -3 **Powers and duties.** The authority shall:

- 6 (1) Ensure cross-sector and interdepartmental
7 collaboration;
- 8 (2) Accept appropriations and any other state funding to
9 support the operations of the authority and to
10 implement priorities and standards;
- 11 (3) Develop a plan to ensure equal voluntary access to
12 high quality early learning experiences for all
13 children aged four;
- 14 (4) Convene a blue-ribbon task force to establish a plan
15 and strategies for sustainable financing of the early
16 learning system;
- 17 (5) Establish a workforce and professional development
18 institute to ensure the recruitment and retention of a
19 high quality workforce for early learning programs;
- 20 (6) Promote the importance of early learning to families,
21 policymakers, and the general public; and

1 (7) Apply appropriations and any other state funding into
2 early learning programs in order to help build and
3 strengthen programs while enhancing their quality and
4 capacity.

5 § -4 **Early learning districts; county early learning**

6 **councils.** (a) The authority shall establish four early
7 learning districts and four early learning councils on the
8 islands of Oahu, Hawaii, Kauai, and Maui, supported by staff
9 responsible for determining community needs and developing plans
10 that provide a variety and breadth of programs that families
11 desire.

12 (b) The duties of the early learning districts and
13 councils shall be to:

- 14 (1) Collect and report data;
- 15 (2) Identify outcomes and indicators;
- 16 (3) Set strategic priorities;
- 17 (4) Coordinate community programs and services;
- 18 (5) Plan and budget to align programs with district
19 strategic priorities;
- 20 (6) Assess performance of the district in relation to
21 district and system strategic priorities; and

1 (7) Coordinate interagency programs and services including
2 public awareness, technical assistance to providers,
3 leadership and professional development, and one-stop
4 services for financial aid.

5 § -5 **Nonprofit organization; contract.** The authority
6 may contract with a tax-exempt nonprofit early education
7 organization pursuant to section 501(c)(3) of the Internal
8 Revenue Code, to assist in:

- 9 (1) Starting up of operations of the authority by
10 providing coordination and technical assistance;
- 11 (2) Establishing a workforce and professional development
12 institute;
- 13 (3) Expanding community-based early childhood education
14 programs such as play and learn groups. Play and
15 learn groups are critical components of the early
16 education continuum in Hawaii to provide opportunities
17 for parents and caregivers to share ideas and concerns
18 and to learn from each other and playgroup leaders
19 about health, protection, and developmental needs of
20 children;
- 21 (4) The operation of the early learning districts and
22 county early learning councils;



1 (5) Implementing quality improvement grants to increase
2 overall program quality of early childhood education
3 programs;

4 (6) Leading a blue-ribbon panel to establish a plan and
5 strategies for sustainable financing of the early
6 learning system;

7 (7) Funding infrastructure to ensure an improved data
8 systems; and

9 (8) Funding county and community activities expressed in
10 community plans.

11 **§ -6 Workforce and professional development institute**

12 **for early childhood education.** The authority shall establish a
13 workforce and professional development institute within the
14 authority. The authority shall determine the composition of a
15 board of directors to govern the institute, select the members,
16 set their terms, and hire a director. The director, in
17 collaboration with the institute board and the authority, shall:

18 (1) Develop an early childhood education compensation plan
19 for the State;

20 (2) Develop and implement a plan to support the
21 recruitment and retention of the early childhood
22 workforce for all early learning settings;

- 1 (3) Develop and implement a plan to increase access to
2 higher education and community-based training;
- 3 (4) Conduct ongoing needs assessment and analysis of
4 community early learning programs staffing needs;
- 5 (5) Plan and provide for community-specific implementation
6 of recruitment and retention strategies with a
7 particular focus on creating career and professional
8 development counseling and support statewide;
- 9 (6) Advocate for and convene partners to ensure increased
10 access to a broad array of early learning community-
11 based and higher education options;
- 12 (7) Provide technical assistance to counties to identify
13 needs and secure funding to expand workforce and
14 professional development opportunities within their
15 communities; and
- 16 (8) Collaborate with the department of education and the
17 teacher education coordinating council."

18 SECTION 3. There is appropriated out of the general
19 revenues of the State of Hawaii the sum of \$2,000,000, or so
20 much thereof as may be necessary for fiscal year 2006-2007, for
21 the operation of the early learning authority and to contract
22 with a nonprofit organization pursuant to this Act.

1 The sum appropriated shall be expended by the department of
2 education for the purposes of this Act.

3 SECTION 4. This Act shall take effect upon its approval,
4 except that section 3 shall take effect on July 1, 2006.

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SB. NO. 3101

Report Title:

Early Learning Authority; Establishment

Description:

Creates early learning authority within DOE. Sets powers and duties of authority. Creates workforce and professional development institute within authority and sets duties. Allows authority to contract with nonprofit early education agency to assist authority. Appropriates \$2,000,000.

