
A BILL FOR AN ACT

RELATING TO EARLY CHILDHOOD EDUCATION.

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

1 SECTION 1. As stated in Act 51, Session Laws of 2004, the
2 legislature finds that "although many responsibilities are laid
3 upon education, ultimately education must do no less than
4 advance the endowment of human culture itself, so that each
5 succeeding generation finds itself further along the road
6 towards peace, social justice, and environmental sustainability
7 in a society guided by creativity, compassion, and curiosity."
8 While Act 51 serves as a road map for public education in a
9 critical phase of the ongoing journey during which our children
10 prepare to take on their civil role in society, the legislature
11 finds that children are born ready-to-learn, with minds that are
12 shaped significantly by experiences and environments in the
13 first five years of life. This period sets the foundation in
14 which a person forms his or her behavioral, emotional, social,
15 and decision-making skills, values, self-esteem, and lifelong
16 learning ability. In short, this period paves the way for a
17 child's healthy, successful development.



1 Neglect and inadequate care in the early years can hold a
2 child back from achieving full potential, and can instead place
3 the child in jeopardy of poor outcomes later in life, at
4 considerable cost to society. Research and studies have shown
5 that providing children with culturally responsive, proper early
6 childhood care and education has a far-reaching, long-term
7 impact on their development. Thus, the legislature recognizes
8 the importance of providing children with early learning
9 opportunities of the highest quality. Early learning programs,
10 both public and private, should meet professionally-accepted
11 standards, be staffed by well-trained, appropriately-compensated
12 educators, reflect the cultural needs and diversity unique to
13 Hawaii, and be available to all children from birth to entry
14 into kindergarten.

15 During a child's first five years, a family may need a
16 variety of child care settings or programs--family child care,
17 home visiting, play and learn groups, or center-based care--
18 sometimes simultaneously, to meet their child care needs or to
19 enhance their child's learning and experiences. All of these
20 settings should be of the highest quality to ensure optimal
21 outcomes.

1 Accordingly, the legislature created the temporary early
2 childhood education task force in 2005 to:

- 3 (1) Develop plans and proposals to increase access to
4 early learning programs for all children;
5 (2) Increase participation in these programs by promoting
6 their value; and
7 (3) Improve the quality of programs, including the
8 professional development and compensation of
9 practitioners.

10 The legislature also finds that forty per cent of four-
11 year-old children are already being served by public schools
12 through the kindergarten program. Having recognized this fact,
13 the legislature, through Act 219, Session Laws of Hawaii 2004
14 (Act 219), established junior kindergarten in public elementary
15 schools for children who are at least five years old after
16 August 1 and before January 1 of the school year, beginning with
17 the 2006-2007 school year. The intent of Act 219 was to
18 implement a flexible, developmentally appropriate program, with
19 curricula aligned with the Hawaii Preschool Content Standards,
20 to ensure a child's school-readiness.

21 The benefits of early learning programs have already been
22 proven in states such as Oklahoma, which has provided state



1 funding for voluntary pre-kindergarten or junior kindergarten
2 programs since 1998 through its Early Childhood Four-Year-Old
3 Program, which has since bridged the achievement gap among its
4 students. Of the students enrolled in the program, the test
5 scores of low-income students improved by twenty-six per cent,
6 and those of Hispanic students by fifty-four per cent.

7 Furthermore, research shows that the top indicator of a
8 child's success in school is the mental health of the primary
9 caregiver, most often the child's mother. This suggests that it
10 is critical to educate children within the family context, and
11 with sensitivity to the family's socio-emotional well-being.

12 The legislature acknowledges the significant milestones
13 achieved thus far in promoting young children's development and
14 school readiness through public and private efforts. The
15 currently available array of services forms the basis for
16 further development and integration into a system that better
17 serves all of Hawaii's young children and their families. The
18 process of system development will engage representatives of
19 various constituencies across the community to firmly and
20 collectively enhance services so that young children will
21 succeed in reaching their highest potential.



1 The purpose of this Act is to build a comprehensive early
2 learning system by further developing and refining the
3 recommendations of the temporary early childhood education task
4 force, while acknowledging the important role of parent
5 education and family strengthening in the overall education of
6 young children. Specifically, this bill:

7 (1) Establishes and appropriates funds for an early
8 learning educational task force; and

9 (2) Builds upon the existing framework and services for
10 early childhood learning.

11 SECTION 2. (a) There is established the early learning
12 educational task force, to be attached to the department of
13 education for administrative purposes only. The task force
14 shall develop a five-year plan with annual increments for a
15 coherent, comprehensive, and sustainable early learning system
16 that shall ensure a continuum of quality early learning
17 opportunities for young children in the State from birth up to
18 age five, and which maximizes public and private resources.

19 The plan for the early learning system shall include:

20 (1) An implementation and financing schedule that begins
21 with services to four-year-old children and proceeds
22 to younger age groups;

- 1 (2) Mechanisms to ensure cross-sector and
- 2 interdepartmental collaboration;
- 3 (3) Measures to ensure the continuing professional
- 4 development of teachers and administrators; and
- 5 (4) Provisions for the promotion of the importance of
- 6 early learning to families, policymakers, and the
- 7 general public.

8 The task force shall be composed of working groups as
9 needed, including an interdepartmental resources working group,
10 to address the program and workforce development portions of the
11 plan.

12 (b) The interdepartmental resources working group shall
13 develop plans to maximize public and private resources to
14 provide early learning opportunities for all young children in
15 the State, beginning with those who will be four years old by
16 January 1 of that school year. Plans shall strive to optimize
17 existing government resources, including the following:

- 18 (1) Within the department of education: title I -
- 19 education for the disadvantaged; early reading first;
- 20 individuals with disabilities education act part b;
- 21 even start; migrant education; 21st century learning
- 22 centers; and adult education and family literacy;

- 1 (2) Within the department of human services: temporary
2 assistance to needy families; social services block
3 grant; child care development fund; welfare to work;
4 and open doors;
- 5 (3) Within the department of health: individuals with
6 disabilities education act part c; title V maternal
7 and child health services block grant; women infants
8 and children; child abuse prevention and treatment act
9 funds; healthy start; and parenting support; and
- 10 (4) Within the department of labor and industrial
11 relations: community services block grant and
12 workforce investment act funds;
- 13 (c) The program portion of the plan shall:
- 14 (1) Delineate a continuum of early learning services for
15 children from birth to age five, beginning with those
16 who will be four years old by January 1 of that school
17 year;
- 18 (2) Consider best practice models offered through both
19 early childhood education and parenting education
20 programs;

- 1 (3) Address the quality components of standards,
2 curriculum, assessments, instructional approaches, and
3 transitions;
- 4 (4) Explore and define the roles and responsibilities of
5 the departments of education, human services, health,
6 and labor and industrial relations, in providing early
7 learning opportunities for all young children from
8 birth to age five;
- 9 (5) Identify and ensure maximum use of public facilities,
10 whether the program is publicly or privately run;
- 11 (6) Recognize a variety of early learning approaches and
12 service deliveries; and
- 13 (7) Ensure sustainability by various types of funding,
14 including federal, state, and private funds.
- 15 (d) The workforce development portion of the plan shall
16 address:
 - 17 (1) Early childhood educator preparation, including
18 credentials, certifications, and licensing;
 - 19 (2) Fair compensation for early childhood educators in
20 various settings;
 - 21 (3) Recruitment and retention of the early childhood
22 workforce for all learning settings;

1 (4) Access to higher education and community-based
2 training; and

3 (5) Quality and alignment of community-based training and
4 higher education.

5 (e) The members of the early learning educational task
6 force shall serve as representatives of a particular
7 organization or community and are therefore responsible for
8 engaging, informing, and receiving input from their constituency
9 in the planning process. The task force shall be composed of
10 twenty-two members as follows:

11 (1) For the interdepartmental resources working group:

12 (A) The chairperson of the board of education or the
13 chairperson's designee;

14 (B) The superintendent of education or the
15 superintendent's designee;

16 (C) The director of human services or the director's
17 designee;

18 (D) The director of health or the director's
19 designee;

20 (E) The director of labor and industrial relations or
21 the director's designee;



- 1 (F) The director of the city and county of Honolulu
- 2 department of community services, or the
- 3 director's designee;
- 4 (G) The director of the county of Kauai office of
- 5 community assistance, or the director's designee;
- 6 (H) The director of the county of Maui department of
- 7 housing and human concerns, or the director's
- 8 designee;
- 9 (I) The director of the county of Hawaii department
- 10 of parks and recreation, or the director's
- 11 designee;
- 12 (J) The director of the head start state
- 13 collaboration office or the director's designee;
- 14 (K) A representative of the Hawaii Business
- 15 Roundtable;
- 16 (L) A representative of the Child Care Business
- 17 Coalition;
- 18 (M) The chief executive officer of the Kamehameha
- 19 Schools or the chief executive officer's
- 20 designee;



- 1 (N) The executive director of the Good Beginnings
- 2 Alliance or the executive director's designee;
- 3 and
- 4 (O) A representative of the organization of native
- 5 Hawaiian community-based programs for early
- 6 childhood education;
- 7 and
- 8 (2) Additional members to focus on the program and
- 9 workforce development portions of the plan:
- 10 (A) The executive director of the Hawaii Association
- 11 of Independent Schools or the executive
- 12 director's designee;
- 13 (B) The executive director of the Hawaii Association
- 14 for the Education of Young Children or the
- 15 executive director's designee;
- 16 (C) The executive director of PATCH Hawaii or the
- 17 director's designee;
- 18 (D) The president of the Head Start Association or
- 19 the president's designee;
- 20 (E) A representative designated by the chancellors of
- 21 the University of Hawaii community colleges;

1 (F) The president of Chaminade University or the
2 president's designee; and

3 (G) The dean of the college of education of the
4 University of Hawaii at Manoa, or the dean's
5 designee.

6 (f) A chairperson of the task force shall be selected from
7 among a majority of members appointed to the task force.

8 (g) The early learning educational task force may form
9 subcommittees to:

10 (1) Obtain resource information from early education
11 professionals and any other individuals as may be
12 determined necessary by the task force; and

13 (2) Perform any other function as may be deemed necessary
14 by the task force for the fulfillment of its
15 functions.

16 (h) The subcommittees shall be exempt from chapter 92,
17 Hawaii Revised Statutes.

18 (i) The task force shall have support for facilitation,
19 coordination of working groups, engaging technical assistance,
20 and to provide resource information to its members as needed.
21 The department of education may enter into a contract with any
22 agency or organization to implement any part of this Act.

1 (j) The members of the early learning educational task
2 force shall serve without compensation but shall be reimbursed
3 for expenses necessary for the performance of their duties,
4 including travel expenses.

5 SECTION 3. The early learning educational task force shall
6 submit reports to the governor and legislature as follows:

7 (1) An interim report of its progress in planning early
8 learning programs for four-year-old children with
9 optimal use of public resources, including any
10 proposed legislation to be submitted no later than
11 twenty days prior to the convening of the 2007 regular
12 session; and

13 (2) A final report of its progress, findings, and
14 recommendations, including any additional proposed
15 legislation, no later than twenty days prior to the
16 convening of the 2008 regular session.

17 SECTION 4. There is appropriated out of the general
18 revenues of the State of Hawaii the sum of \$250,000 or so much
19 thereof as may be necessary for fiscal year 2006-2007 for the
20 operations of the early learning educational task force.

21 The sum appropriated shall be expended by the department of
22 education for the purposes of this section.

1 SECTION 5. There is appropriated out of the general
2 revenues of the State of Hawaii the sum of \$350,000 or so much
3 thereof as may be necessary for fiscal year 2006-2007 to enhance
4 junior kindergarten services to ensure children are provided
5 with learning experiences that promote the skills they need to
6 be successful in kindergarten or first grade.

7 Specifically, these funds shall be used as follows:

- 8 (1) For the creation of a full-time equivalent (1.00 FTE)
9 permanent educational specialist who shall focus on
10 early childhood education and is responsible for
11 policies, curriculum, and assessment relating to
12 kindergarten, junior kindergarten, and other pre-
13 kindergarten programs. The early childhood education
14 specialist shall report directly to the superintendent
15 of education;
- 16 (2) For ongoing, professional development of teachers and
17 administrators; and
- 18 (3) For classroom resources.

19 The sum appropriated shall be expended by the department of
20 education for the purposes of this section.

21 SECTION 6. There is appropriated out of the general
22 revenues of the State of Hawaii the sum of \$400,000 or so much

1 thereof as may be necessary for fiscal year 2006-2007 to expand
2 to four new sites the department of education's Families for
3 R.E.A.L. early childhood program, which fosters interaction
4 between parents and their children; provided that each site
5 shall receive \$100,000; provided further that priority for new
6 sites shall be in areas not currently served by head start
7 programs.

8 The sum appropriated shall be expended by the department of
9 education for the purposes of this section.

10 SECTION 7. There is appropriated out of the general
11 revenues of the State of Hawaii the sum of \$500,000 or so much
12 thereof as may be necessary for fiscal year 2006-2007 to
13 increase the number of low-income children and families served
14 through the Early Head Start and Head Start Programs. Children
15 and families served through this expansion shall be based upon
16 findings of underserved areas within a head start program's
17 annual community assessment.

18 The sum appropriated shall be expended by the department of
19 labor and industrial relations for the purposes of this section.

20 SECTION 8. This Act shall take effect on July 1, 2006, and
21 shall be repealed on July 1, 2008.



SB 3101, SD2, HD2, CD1

Report Title:

Early Childhood Education

Description:

Builds a comprehensive system of early childhood learning services by further developing and refining the recommendations of the temporary early childhood education task force. Establishes and appropriates funds for an early learning educational task force. Builds upon the existing framework and services for early childhood learning. (CD1)

