

---

---

# 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  
15 26-34; 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:
- 21 (A) Appoint members from a list of nominees submitted  
22 from the temporary early childhood education task

1 force as identified in section 2(d) of Act 151,  
2 Session Laws of Hawaii 2005;

3 (B) Determine which board members shall serve  
4 ex-officio and whether they shall be voting or  
5 nonvoting members;

6 (C) Consider for membership additional individuals  
7 who do not represent organizations currently  
8 represented by members of the temporary early  
9 childhood education task force; and

10 (D) 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) Mandate 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 community councils.** (a) The  
 6 authority shall establish four early learning community councils  
 7 on the islands of Oahu, Hawaii, Kauai, and Maui. Community  
 8 councils shall initiate and facilitate moku representation so  
 9 that the needs and plans of each moku are reflected and  
 10 represented in the plans of the respective community councils.  
 11 These councils shall be supported by staff responsible for  
 12 determining community needs and developing plans that provide a  
 13 variety and breadth of programs that families desire.

14           Each community council shall have at least one  
 15 representative from each of the following: the departments of  
 16 education; health; and human services; each moku in the  
 17 community; an organization representing parents with young  
 18 children; a provider of early education and care services; a  
 19 private agency concerned with health, human services, or  
 20 education; the business community; and local government.

21           (b) The duties of the early learning community councils  
 22 shall be to:

- 1 (1) Collect and report data;
- 2 (2) Identify outcomes and indicators;
- 3 (3) Set strategic priorities;
- 4 (4) Coordinate community programs and services;
- 5 (5) Plan and budget to align programs with community
- 6 strategic priorities;
- 7 (6) Assess performance of the community in relation to
- 8 community and system strategic priorities; and
- 9 (7) Coordinate interagency programs and services including
- 10 public awareness, technical assistance to providers,
- 11 leadership and professional development, and one-stop
- 12 services for financial aid.

13 **§ -5 Nonprofit organization; contract.** The authority  
14 may contract with a tax-exempt nonprofit early education  
15 organization pursuant to section 501(c)(3) of the Internal  
16 Revenue Code, to assist in:

- 17 (1) Starting up of operations of the authority by
- 18 providing coordination and technical assistance;
- 19 (2) Establishing a workforce and professional development
- 20 institute;
- 21 (3) Expanding community-based early childhood education
- 22 programs such as play and learn groups. Play and

1 learn groups are critical components of the early  
2 education continuum in Hawaii to provide opportunities  
3 for parents and caregivers to share ideas and concerns  
4 and to learn from each other and playgroup leaders  
5 about health, protection, and developmental needs of  
6 children;

7 (4) The operation of the early learning communities and  
8 community early learning councils;

9 (5) Implementing quality improvement grants to increase  
10 overall program quality of early childhood education  
11 programs;

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

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

17 (8) Funding council and community activities expressed in  
18 community plans.

19 **§ -6 Workforce and professional development institute**  
20 **for early childhood education.** The authority shall establish a  
21 workforce and professional development institute within the  
22 authority. The institute shall maintain the Hawaii careers with

1 young children registry. The authority shall determine the  
2 composition of a board of directors to govern the institute,  
3 select the members, set their terms, and hire a director. The  
4 director, in collaboration with the institute board and the  
5 authority, shall:

- 6 (1) Develop an early childhood education compensation plan  
7 for the State;
- 8 (2) Develop and implement a plan to support the  
9 recruitment and retention of the early childhood  
10 workforce for all early learning settings;
- 11 (3) Develop and implement a plan to increase access to  
12 higher education and community-based training;
- 13 (4) Conduct ongoing needs assessment and analysis of  
14 community early learning programs staffing needs;
- 15 (5) Plan and provide for community-specific implementation  
16 of recruitment and retention strategies with a  
17 particular focus on creating career and professional  
18 development counseling and support statewide;
- 19 (6) Advocate for and convene partners to ensure increased  
20 access to a broad array of early learning community-  
21 based and higher education options;

1           (7) Provide technical assistance to counties to identify  
2           needs and secure funding to expand workforce and  
3           professional development opportunities within their  
4           communities; and

5           (8) Collaborate with the department of education and the  
6           teacher education coordinating council."

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

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

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

**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. (SD1)

