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# 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 (1) Developing standards, desired outcomes, and systems to  
5 evaluate early education programs;

6 (2) Ensuring a statewide integrated early childhood  
7 system;

8 (3) Increasing the quality of education through access to  
9 education and training of professionals; and

10 (4) Providing funding for early childhood programs.

11 (b) The authority shall be governed by a board of  
12 directors composed of members from the private and public  
13 sectors who shall be charged with addressing the vision,  
14 mission, goals, and guiding principles of Hawaii's early  
15 childhood learning system conceptual framework. The governor  
16 shall appoint the members of the board pursuant to section  
17 26-34; provided that:

18 (1) Membership on the board shall not exceed twenty;

19 (2) The private sector shall be broadly represented and  
20 membership representing the private sector shall not  
21 be less than fifteen;

22 (3) The governor shall:



- 1 (A) Appoint members from a list of nominees submitted  
2 from the temporary early childhood education task  
3 force as identified in section 2(d) of Act 151,  
4 Session Laws of Hawaii 2005;
- 5 (B) Determine which board members shall serve  
6 ex-officio and whether they shall be voting or  
7 nonvoting members;
- 8 (C) Consider for membership additional individuals  
9 who do not represent organizations currently  
10 represented by members of the temporary early  
11 childhood education task force; and
- 12 (D) Appoint the members of the board no later than  
13 December 31, 2006; and
- 14 (4) The members of the temporary early childhood education  
15 task force shall act as a transitional board of  
16 directors until the governor appoints the permanent  
17 members of the board of directors pursuant to  
18 paragraph (3).
- 19 (c) The board shall appoint from its members a  
20 chairperson, vice chairperson, secretary, treasurer, and any  
21 other officers that the board may deem necessary or desirable to  
22 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) The mission and purposes of the early learning system  
8 are to:

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

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

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

19 (A) All Hawaii residents should acknowledge and  
20 understand that the foundation of a child's life  
21 is developed in the first eight years and any



1 interruption in the development trajectory may  
2 require expensive intervention in later years;

3 (B) Families and communities should be knowledgeable  
4 about children's needs and how to foster healthy  
5 development and learning;

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

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

17 (E) Adequate, sustainable, coordinated funding should  
18 be available for all sectors of the early  
19 learning system; and

20 (F) Early care and education should be recognized and  
21 valued as a viable profession with adequate  
22 compensation and benefits, accessible initial



1 preparation, and continuing professional  
2 development opportunities; and

3 (3) The principles used to guide decision making that  
4 express and support the mission and goals of the  
5 system are:

6 (A) Hawaii's residents should expect that every child  
7 has a right to quality early learning  
8 experiences;

9 (B) Families are recognized as children's first and  
10 most important teachers, and they should have  
11 choices among high quality early learning  
12 settings;

13 (C) All settings that serve young children and their  
14 families should acknowledge the integrated nature  
15 of development in the critical domains of  
16 cognitive, social, emotional, physical, and moral  
17 development;

18 (D) Care and education should not be considered  
19 separately in young children's learning and  
20 development;



- 1 (E) Programs and services supported by the early  
2 learning system should be standards-based and  
3 accountable;
- 4 (F) Standards established for early learning programs  
5 and services should be based on current knowledge  
6 of child development and should reflect best  
7 practices in early childhood pedagogy and  
8 professional development;
- 9 (G) Skilled and knowledgeable early care and  
10 education practitioners are an essential key to  
11 quality and should have access to education and  
12 training opportunities and receive equitable  
13 compensation and opportunities to succeed;
- 14 (H) Development and maintenance of the early learning  
15 system should be based on data that is  
16 coordinated and shared among all stakeholders in  
17 the system;
- 18 (I) Services should be seamless and transparent to  
19 parents and children within the early learning  
20 system;
- 21 (J) Limited resources should target underserved low-  
22 income families first because this intervention





1           has proven to have the greatest return on  
2           investment;

3           (K) Interagency coordination and collaboration should  
4           be essential to ensure children's optimal  
5           development in all domains and the most effective  
6           use of resources; and

7           (L) Successful transition to elementary school  
8           requires effective collaboration, communication,  
9           and continuity between early learning sites and  
10          elementary schools. Transition strategies and  
11          practices should be based on current  
12          understanding of child development principles.

13        §   **-3 Powers and duties.** The authority shall:

14        (1) Mandate cross-sector and interdepartmental  
15        collaboration;

16        (2) Accept appropriations and any other state funding to  
17        support the operations of the authority and to  
18        implement priorities and standards;

19        (3) Develop a plan to ensure equal voluntary access to  
20        high quality early learning experiences for all  
21        children aged four;



- 1 (4) Convene a blue-ribbon task force to establish a plan  
2 and strategies for sustainable financing of the early  
3 learning system;
- 4 (5) Establish a workforce and professional development  
5 institute to ensure the recruitment and retention of a  
6 high quality workforce for early learning programs;
- 7 (6) Promote the importance of early learning to families,  
8 policymakers, and the general public; and
- 9 (7) Apply appropriations and any other state funding into  
10 early learning programs in order to help build and  
11 strengthen programs while enhancing their quality and  
12 capacity.

13 § -4 **Early learning community councils.** (a) The  
14 authority shall establish four early learning community councils  
15 in the counties of Oahu, Hawaii, Kauai, and Maui. Community  
16 councils shall initiate and facilitate community representation  
17 so that the needs and plans of each community are reflected and  
18 represented in the plans of the respective community councils.  
19 These councils shall be supported by staff responsible for  
20 determining community needs and developing plans that provide a  
21 variety and breadth of programs that families desire.



1 Each community council shall have at least one  
2 representative from each of the following: the departments of  
3 education; health; and human services; each community; an  
4 organization representing parents with young children; a  
5 provider of early education and care services; a private agency  
6 concerned with health, human services, or education; the  
7 business community; and local government.

8 (b) The duties of the early learning community councils  
9 shall be to:

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



1           **§ -5 Nonprofit organization; contract.** The authority  
2 may contract with a tax-exempt nonprofit early education  
3 organization that qualifies as such under section 501(c)(3) of  
4 the Internal Revenue Code, to assist in:

- 5           (1) Establishing operations of the authority by providing  
6           coordination and technical assistance;
- 7           (2) Establishing a workforce and professional development  
8           institute;
- 9           (3) Expanding community-based early childhood education  
10           programs such as play and learn groups. For the  
11           purposes of this chapter, "play and learn groups"  
12           means groups that are critical components of the early  
13           education continuum in Hawaii and that provide  
14           opportunities for parents and caregivers to share  
15           ideas and concerns and to learn from each other and  
16           playgroup leaders about health, protection, and  
17           developmental needs of children;
- 18           (4) Operating early learning communities and community  
19           early learning councils;
- 20           (5) Implementing quality improvement grants to increase  
21           overall program quality of early childhood education  
22           programs;



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

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

6 (8) Funding council and community activities expressed in  
7 community plans.

8 § -6 **Workforce and professional development institute**  
9 **for early childhood education.** The authority shall establish a  
10 workforce and professional development institute within the  
11 authority. The institute shall maintain the Hawaii careers with  
12 young children registry. The authority shall determine the  
13 composition of a board of directors to govern the institute,  
14 select the members, set their terms, and hire a director. The  
15 director, in collaboration with the institute board and the  
16 authority, shall:

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

19 (2) Develop and implement a plan to support the  
20 recruitment and retention of the early childhood  
21 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 the counties to
- 13          identify the needs and secure funding to expand
- 14          workforce and professional development opportunities
- 15          within their 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 \$                   , 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.



SB3101 , SD2

**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 funds. (SD2)

