

LINDA LINGLE
GOVERNOR



LATE TESTIMONY

LILLIAN B. KOLLER
DIRECTOR

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DEPUTY DIRECTOR

STATE OF HAWAII
DEPARTMENT OF HUMAN SERVICES
P. O. Box 339
Honolulu, Hawaii 96809-0339

March 17, 2008

MEMORANDUM

TO: The Honorable Roy M. Takumi, Chair
House Committee on Education

FROM: Lillian B. Koller, Director

SUBJECT: **S. B. 2878, S.D. 2 - RELATING TO EARLY LEARNING**

Hearing: Monday, March 17, 2008; 2:00 p.m.
Conference Room 309, State Capitol

PURPOSE: The purpose of S.B. 2878, S.D. 2 is to create an Early Learning Council to govern the State's early learning system, establish an Early Learning System, and establish the Keiki First Steps program.

DEPARTMENT'S POSITION: The Department of Human Services (DHS) appreciates and supports the intent of this bill and we have the following concerns and recommendations. The purpose of our proposed amendments is to support the establishment of the Early Learning Council (ELC) and a comprehensive Early Learning System (ELS), and clarify the role of the ELC to avoid unnecessary conflicts between its jurisdiction and Federal mandates, the Hawaii State Constitution, and other Hawaii State systems involved in the ELS.

First, this bill fails to take into account a key conclusion of the Act 259 (SLH 2006) Task Force Report, at page 79, that “[t]he proposed early learning system will consist of independent but interrelated components that will utilize the strengths of other Hawaii state systems, such as health and social services.” [Emphasis added.] The bill needs to acknowledge that many of the key components of the proposed ELS currently exist through the efforts of our competent staff and contracted partners, including but not limited to the Department of Health (DOH), the Department of Education (DOE), the University of Hawaii Center on the Family, Kamehameha Schools, Parents Attentive To Children (PATCH), the Good Beginning Alliance (GBA), the Hawaii Association for Education of Young Children (HAEYC), the University of Hawaii Cooperative Extension Program, and Head Start. Attached is an eleven-page listing of DHS Childcare and Early Learning Services Contracts as of February 20, 2007.

For example, DHS already directly or through its partners: provides training to childcare providers to increase their skills in working with young children; provides scholarships for college classes to early childhood professionals to increase their knowledge of best practices in working with children; maintains a registry of early childhood professionals; offers a waiver program to allow staff at preschools to be counted in the staff-employment sequence while in the process of obtaining the required credentials; offers financial incentives to childcare providers who meet the State’s quality content standards; develops and implements professional development standards so that there is continuous program improvement which results in better care for our young children; ensures through our childcare licensing program the health, safety, social and emotional well-being of children; provides for educational and professional criteria for childcare and early learning staff through our childcare licensing

program which establishes standards for professional development (staffing credentials, staff-child ratios, experience, training, and competence) in a variety of quality childcare settings; offers subsidies to allow needy families to access preschool programs; provides appropriate nutrition information to childcare providers; provides a system for better trained health consultants for preschools; offers financial incentives to expand childcare capacity; funds the Learning to Grow Project which offers training to legally-exempt childcare providers to increase their skills in caring for children; provides for before- and after-school childcare programs; and funds the Malama Mobile project which offers parenting skills training and childcare for homeless families, using the “Tutu and Me” curriculum.

In addition the bill should be amended to clarify that the ELC, as proposed in this bill [page 5, lines 14-16, and page 8, lines 5-6] should not regulate the early learning programs or activities of the DHS, the DOH, and “other Hawaii state systems.” For example, the ELC cannot regulate the early learning programs implemented by DHS, in particular, because DHS is the single State agency designated by the Governor, pursuant to Federal law, to implement the Child Care Development Fund (CCDF) program. The CCDF regulations mandate that DHS use the funds to: enhance the quality and increase the supply of childcare; improve the quality of and coordination among childcare programs and early childhood development programs; increase the availability of early childhood development programs; implement licensing requirements applicable to childcare services provided within the State; maximize parental choice through the use of certificates and through grants and contracts; include in their programs a broad range of childcare providers, including center-based care, family childcare, in-home care, and care provided by relatives and sectarian childcare

providers; and provide childcare subsidies to eligible families, in accordance with the provisions of 42 U.S.C. §§9858 – 9858q.

Given these broad Federal childcare and early learning mandates, which are the responsibility of the DHS as the CCDF single State agency for Hawaii, it makes compelling sense for the ELC to be attached to the DHS, and not to the DOE as proposed in this bill. Therefore, we respectfully request amending this bill to identify that the ELC shall be attached to DHS.

Further, in the House version of this bill, H.B. 2973, H.D. 2, the grants of State funds by the ELC cannot require Hawaii State departments, such as the DHS and DOH, to seek approval of the ELC to obtain State appropriations from the Legislature because such would be inconsistent with the Hawaii State Constitution.

Finally, DHS recommends making the following additional amendments to this bill to clarify the role of the ELC to avoid unnecessary conflicts between its jurisdiction and Federal mandates, the Hawaii State Constitution, and other Hawaii State systems involved in the ELS:

- Amend section 2(a) of the bill by deleting items 3, 4, 5, and 8, and adding the following:

The administrative authority of the council shall extend to its own programs, and the standards and rules established by the council for its programs shall be coordinated to the extent possible with the rules for programs administered by other state agencies.

The council shall identify all state programs that it considers necessary to coordinate, improve, and expand as part of the early learning system, provided that all programs shall be coordinated by their respective state agencies to the extent possible

with the other programs that are identified as part of the early learning system, as recommended by the council.

The council may provide policy recommendations to other state agencies to promote the coordination of services provided by those agencies.

- Amend section 2 of the bill by deleting item (e) and adding the following:

Each state agency shall retain its inherent authority to administer its programs, including but not limited to establishing regulatory standards and budget priorities, and promulgating rules affecting its programs; provided that an agency's programs shall be coordinated to the extent possible with the other programs that are identified as part of the early learning system, as recommended by the council.

Each of the agencies represented on the council shall participate in the council in good faith to achieve coordination of the standards and priorities determined by the council to lead to the goal of a seamless comprehensive early learning system.

The council shall allow the department of human services or its designee to have access to the council's expenditure records, and shall establish a system to account for expenditures of non-federal funds by all state and private agencies participating in the early learning system that would qualify for matching federal childcare and development funds, or other federal funds, in order to maximize the availability of those federal funds.

No voting member of the council shall have a financial interest in any childcare or early learning business or any other related business.

The council shall ensure that parents have choices of early learning settings and encourage the expansion and quality of all three settings: center-based, family-child interaction learning, and family childcare.

- Amend section 2(b) of the bill by amending item number 6, line 1 and 2, on page 7 to read as follows:

One representative from a government agency to represent federal child care development fund programs and services.

Thank you for the opportunity to provide comments on this bill.

CHILD CARE SERVICES CONTRACTS
Department of Human Services
February 20, 2007
Page 1 of 11

Name of Service	Contractor	Contract Amount	Area Served	Estimated No. of Children Served per month	Description
Child Care Subsidy Type Services					
A+ Program	Dept. of Education (DOE)	\$6,383,360.00	Statewide	23,562	This is a State-funded contract that pays for the cost-share portion for children enrolled in DOE A+ program. DHS has agreed to pay the cost-share for children receiving free or reduced lunch. The contract pays for low income children enrolled in the A+ After-School program located in DOE or charter school campuses statewide. Their parents do not need to pay individual monthly tuition for this care on days when school is in session during the school year.
Preschool Open Doors	Maximus, Inc.	\$293,750.00	Statewide	1,650	This is a Federally-funded contract that issues State funds to eligible families. The purpose of the services is to provide case management and issue child care subsidies for preschool-aged children statewide. An open enrollment period occurs annually in the spring for four year old children. If after the initial enrollment period it is determined that we have not reached the maximum number of children who can be served, the enrollment remains open and applications are processed until the maximum number is reached. The program is designed for eligible children to experience a year of preschool prior to entering kindergarten. Their preschool year would be effective either in August or September. Their parents need <u>not</u> be employed, attending school, or in job training. Families are ranked according to income limits and age of the child. Special needs three year olds, who have applied to the DOE Special Education program but were not accepted, also have the next priority in applying for this program. Income eligibility limits for this POD program are the same as for the other DHS child care programs that use Federal funds (where the parents <u>are</u> required to be working, attending school or participating in job training.).
Full Inclusion for Infants and	Dept. of Health (DOH)	\$215,000.00	Statewide	37	The Inclusion Project is a statewide project for infants and toddlers

CHILD CARE SERVICES CONTRACTS
Department of Human Services
February 20, 2007
Page 2 of 11

Name of Service	Contractor	Contract Amount	Area Served	Estimated No. of Children Served per month	Description
Toddlers					with developmental delays. This project provides assistance to families to identify appropriate inclusion placements specific to the family's desires and needs, provide parent education and support, arrange for special supportive or therapeutic services needed by children, and work with families and agencies to assure a smooth transition of the child from early special needs intervention into a preschool system of services. This project surveys existing State resources to identify programs and individuals to serve children with special needs. The Inclusion Project also provides assistance to child care providers throughout the State by identifying and delivering training needed by existing staff who will enable them to continue to serve children with developmental delays. Additionally, care providers in each inclusive placement will receive on-going training and support specific to each child they are serving. The Inclusion Project will maintain an ongoing dialogue with programs to identify new needs and areas that require further training and support for successful placements. The Zero-To-Three Hawaii project is the child care financial assistance portion of the Inclusion Project. Zero-to-Three Hawaii provides financial support (tuition assistance) to eligible families who do not have funds to provide their infant or toddler with an inclusive setting.
Infant & Toddler Care for Teen Parents	DOE	\$95,172.53	Waiakea	3	The seven listed contracts are for infant/toddler centers to provide child care for teen parents enrolled in/attending these high schools and participating in the DOE GRADS program to continue their schooling. This child care service enables them to remain in school, and/or to be promoted/graduate from high school to increase their self-sufficiency. The DOE staff of these high schools select motivated students and refer them to the child care program. The
		\$80,000.00	Konawaena	7	
		\$52,700.00	Kapaa	7	

CHILD CARE SERVICES CONTRACTS

Department of Human Services

February 20, 2007

Page 3 of 11

Name of Service	Contractor	Contract Amount	Area Served	Estimated No. of Children Served per month	Description
		\$102,910.00	McKinley	6	students' attendance and grades are monitored by DOE staff. Participation in the child care program activities is expected. The teen parents sign a contract with respect to enrollment/participation in this service. Violation of their personal contracts dismisses them from using the child care service. The DHS contracts infant/toddler care for the children of teen parents and provides parent education activities to increase their parenting skills and knowledge of child development, and participation by the parents of these teens. The service is available when DOE is in session, and is open half an hour before the school day begins, and half an hour after the school day ends.
		\$104,006.00	Kealakehe	2	
		\$75,162.00	Maui	5	
		108,062.00	Waianae	10	
FTW On-Site Child Care	Kama'aina Kids	\$55,000	Pohulani	25	The goal is to enable TANF clients in the First-To-Work (FTW) program to participate in required program activities, designed to lead to economic self-sufficiency, by providing on-site drop-in child care services to clients who are unable to arrange care for their children during program activity sessions. The ages of the children will range from over two (2) years of age to under thirteen (13) years of age. Child care services may be provided for up to twelve (12) children at any one time daily. The child care program is required to meet all DHS regulations set forth in Hawaii Administrative Rules, Title 17, Chapter 17-892.1, "Licensing of Group Child Care Centers And Group Child Care Homes."
		\$174,000	Wahiawa Waipahu Waianae	80	
Child Care Quality Services					
Oahu Child Care Background Check	Insights to Success (ITS)	\$112,000.00	Statewide	Not applicable.	Services include conducting criminal history and child abuse background checks on license-exempt child care providers who seek DHS child care subsidies, A+ staff, and the child care providers in the DOH Inclusion Program.
Infant & Toddler Training	PATCH (People Attentive	\$180,000.00	Statewide	Not applicable.	The purpose of the services is to provide for infant and toddler

CHILD CARE SERVICES CONTRACTS
Department of Human Services
February 20, 2007
Page 4 of 11

Name of Service	Contractor	Contract Amount	Area Served	Estimated No. of Children Served per month	Description
	To Children)				trainers through the nationally recognized, California-based WestEd program. In turn, those trained through the WestEd program will provide trainings/workshops statewide. The target group for these trainings/workshops is child care providers who work with infants and toddlers in centers and in homes. The goal is to increase the number of child care providers who care for infants and toddlers who are adequately trained.
Training and Scholarship Services	PATCH (People Attentive To Children)	\$558,000.00		Not applicable.	PATCH provides training to all licensed providers statewide and those interested in becoming licensed. The training modules vary in the information presented, but the overall goal of all trainings is to improve the quality of the child care settings. In addition, they are giving out scholarships to anyone who takes college classes in early childhood with the goal of increasing the supply of qualified individuals in early childhood education and care settings. The goal is to increase the pool of adequately trained child care professionals.
Resource & Referral	PATCH (People Attentive To Children)	\$240,000.00	Statewide	Not applicable.	PATCH provides statewide child care resource and referral services to the public. The resource information includes available training opportunities for child care providers, available funding/subsidies for child care, etc. For the referral services, PATCH obtains a listing of licensed providers from our Child Care Connection Hawaii (CCCH) units and maintains a database of provider information. This information is mainly for parents when requesting a listing of licensed providers in a specific area. PATCH also provides information and guidance to parents about choosing child care. The goal of this service is to provide a single organization that would be the warehouse of information on child care related services.
Learning to Grow	University of Hawaii, Center on the Family	\$588,156.00	Statewide	Not applicable.	The purpose of this contract is: 1) to educate parents who receive child care subsidies from DHS and the license-exempt providers who

CHILD CARE SERVICES CONTRACTS
Department of Human Services
February 20, 2007
Page 5 of 11

Name of Service	Contractor	Contract Amount	Area Served	Estimated No. of Children Served per month	Description
					care for their children ages 0-5 years old about improving the quality of care that is provided; 2) to educate parents who receive child care subsidies from DHS about choosing quality care for their children; and 3) to establish family resource network centers that provide resource information to families about supportive services that are available to assist the family so that their children are safe, healthy, and ready to learn.
Child Care Provider Registry	PATCH (People Attentive To Children)	\$275,000.00	Statewide	Not applicable.	The Registry provides for evaluation of educational documents of staff at licensed child care facilities statewide. This information will be kept on a database set-up by the contractor for the DHS to evaluate the numbers of child care providers with specific types of degrees. Also, the Registry provides professional development counseling to individuals in the early childhood field with the goal of increasing the number of qualified staff in the field.
Nutrition Consultation and Menu Review	University of Hawaii – Cooperative Extension Program	\$100,000.00	Statewide	Not applicable.	The University of Hawaii will conduct menu reviews for licensed facilities that are required to have one completed as well as provide nutrition consultation and training services for any licensed provider who is seeking that type of information. The goal of this service is to allow DHS licensed child care programs to meet the licensing requirements as well as provide a resource for licensing staff as well as child care providers for consultation.
Healthy Child Care Hawaii	Department of Health (DOH)	\$106,875.00	Statewide	Not applicable.	The purpose of this contract is to fund the DOH’s Healthy Child Care Hawaii Project which provides training to pediatricians in becoming a health resource for licensed child care providers as well as to provide technical assistance to licensing staff and child care providers on national safety and health standards.
Keiki Care Project Coordinator	Department of Health (DOH)	\$72,634.00	Statewide	Not applicable.	This funds the Project Coordinator position for this DOH service. The Project Coordinator shall work statewide to assist in the

CHILD CARE SERVICES CONTRACTS
Department of Human Services
February 20, 2007
Page 6 of 11

Name of Service	Contractor	Contract Amount	Area Served	Estimated No. of Children Served per month	Description
					development of an integrated service system of care for children with special needs ages 3-5. This requires working closely with Health, Education, and Social Service Programs serving preschool children and other community service providers. In addition, the Coordinator works with public and private agencies involved in various initiatives to integrate services, provide training and consultation, and create new service options for young children with special needs. This effort will focus, in particular, on children who exhibit challenging behaviors in preschool settings.
Child Care Advocacy & Facilitation Services	Good Beginnings Alliance	\$300,000	Statewide	Not applicable.	To assist and support the State in coordinating the early childhood system by providing a sustainable, collaborative, and integrated early childhood system that ensures that children ages 0 – 5 are safe, healthy, and ready to learn when entering the school system. The outcomes of the service include identifying all partners required to have a comprehensive system to support that children are safe, healthy and ready to learn; develop partnerships with key stakeholders and policy makers in order to determine the most effective use of financial resources; develop a plan for each community that addresses their specific and unique needs; recommend a method of tracking and achieving common outcomes for young children; and linking families to services that support children's health, protection, and development.
Quality Care Project	University of Hawaii – Center on the Family	\$646,798.00	Statewide	Not applicable.	This contract supports the quality incentive program in the area of evaluation of whether preschools meet the Hawaii Preschool Content Standards (HPCS) and home-based child care providers meet the Developmental Guidelines in order to receive incentive payments from DHS. The goal of the program is to improve quality in all child care settings and provide funding to allow programs to continuously

CHILD CARE SERVICES CONTRACTS
Department of Human Services
February 20, 2007
Page 7 of 11

Name of Service	Contractor	Contract Amount	Area Served	Estimated No. of Children Served per month	Description
					strive towards improvement. Since this is a relatively new program, there are discussions about the type of evaluation that needs to be done to determine increased quality.
Pre-Plus Programs	Oahu Head Start	No contract funds are allocated, but DHS issues child care subsidies, through HMS 305, to reimburse eligible families for the tuition that providers charge.	Aiea Elem.	20	The primary purpose of the Pre-Plus Program is to provide preschool opportunities for disadvantaged children who in the past would not have had the opportunity due to lack of financial resources and availability of services. The measurable outcomes of this program would include: the number of preschool slots provided, as indicated by capacity; the number of children enrolled in the programs; the number of children with special needs (DOE qualified) who are served; and, the number of children enrolled who are receiving DHS subsidies.
	Oahu Head Start		Ewa Elem.	16	
	Parents & Children Together (PACT) Head Start		Fern Elem.	20	
	Oahu Head Start		Jefferson Elem.	20	
	Oahu Head Start		Ka'ala Elem.	20	
	Oahu Head Start		Kailua Elem.	18	
	Seagull Schools		Kapolei Elem.	28	
	Kama'aina Care, Inc.		Keonepoko Elem.	14	
	Oahu Head Start		Kuhio Elem.	20	
	MEO Head Start		Lihikai Elem.	20	
	HCEOC Head Start		Mt. View Elem.	20	
	Oahu Head Start		Salt Lake Elem.	20	
	Oahu Head Start		Wahiawa Elem.	20	
	Oahu Head Start		Waiau Elem.	20	
	Oahu Head Start		Waimanalo Elem.	19	
Kama'aina Care, Inc.	Waipahu Elem.	11			

CHILD CARE SERVICES CONTRACTS
Department of Human Services
February 20, 2007
Page 8 of 11

Name of Service	Contractor	Contract Amount	Area Served	Estimated No. of Children Served per month	Description
Other Programs Offered Through TANF Funds					
Read Aloud America Program	Read Aloud America	\$533,715 (awaiting contract execution)	Currently offered in the following elementary schools and is planned to be offered statewide: August Ahrens, Mililani Uka, Nanaikapono and Kalihi Elementary Schools.	Not available at this time as we will receive the initial reports from the programs upon contract execution.	The primary purpose of this funding is to offer the Read Aloud Program (RAP) to 50 elementary schools statewide by the fourth year of the contract. RAP is a family-based read aloud program which is offered for one semester after school hours. The program provides a faculty presentation, six early evening family sessions, and nine classroom visitations. The purpose of the program is to train parents in strategies to establish a literate environment in the home and help their children achieve academic success.
Family Literacy Through the Tutu and Me – Malama Mobile Program	Partners In Development Foundation (PIDF)	\$350,000 (awaiting contract execution)	Leeward Coast	Not available as the services have not started yet.	The Malama Mobile is a new partnership project between DHS and Kamehameha Schools to provide mobile outreach designed to address the needs of the homeless population on the Leeward Coast. The mobile outreach will provide basic life needs such as food and clothing and collaborate with other community agencies to provide professional services such as medical, dental and legal services. The portion of the project that will be funded through this contract with DHS funds is the implementation of a program to help promote family wellness and literacy. The adult education component extends basic educational skills to parents; the child education component, which uses the Tutu and Me curriculum, is designed to promote the growth and development of children from birth to eight

CHILD CARE SERVICES CONTRACTS
Department of Human Services
February 20, 2007
Page 9 of 11

Name of Service	Contractor	Contract Amount	Area Served	Estimated No. of Children Served per month	Description
					years old by offering a traveling preschool program; a parent and child interaction component; and a parent component designed to provide parents with information on effective life skills.
Other Early Childhood Education Initiatives					
Child Care Capacity-Building and Quality Incentive Payments					
<p>As of April 1, 2006, DHS is offering several types of quality incentive payments to preschools to reward those who meet a certain level of quality and allow them to increase the quality in their child care settings. These incentives also provide the opportunity for preschools to expand capacity. DHS also provided a time-limited (10/1/05 – 3/31/06) capacity-building incentive for preschools to expand their enrollment if their facility or program could accommodate expansion. The following are the types of incentives offered:</p> <ol style="list-style-type: none"> 1. Time-limited incentives (10/01/05 – 03/31/06): \$75/month per subsidized child; 2. Hawaii Preschool Content Standards: \$50/month per subsidized child; 3. Professional Development Standards – Level 1: \$50/month per subsidized child; and 4. Professional Development Standards – Level 2: \$25/month per subsidized child. <p>From 4/1/06 to 6/30/06, we issued the following amounts for each of the incentive types:</p> <ol style="list-style-type: none"> 1. Time-limited incentives <ul style="list-style-type: none"> 92 preschools \$487,425.00 2. Hawaii Preschool Content Standards <ul style="list-style-type: none"> 47 preschools \$70,150.00 3. Professional Development Standards – Level 1 <ul style="list-style-type: none"> 83 preschools \$109,250.00 					

CHILD CARE SERVICES CONTRACTS
Department of Human Services
February 20, 2007
Page 10 of 11

Name of Service	Contractor	Contract Amount	Area Served	Estimated No. of Children Served per month	Description
<p>4. Professional Development Standards – Level 2 1 preschool \$0 payments issued</p> <p>From 7/1/06 to 2/26/07, we have issued the following amounts to date:</p> <p>1. Hawaii Preschool Content Standards 62 preschools \$249,400.00</p> <p>2. Professional Development Standards – Level 1 136 preschools \$531,250</p> <p>3. Professional Development Standards – Level 2 1 preschool \$700.00</p> <p>In 2/07 we issued applications (approximately 4,000) to offer quality incentive payments to home-based providers (which includes both licensed, license-exempt and relative providers). DHS identified the license-exempt and relative providers as being those who are known to the Department as caring for children who are receiving child care subsidies.</p> <p>Note: For both the incentives issued to preschools having curricula aligned with the Hawaii Preschool Content Standards and to home-based providers who participate in monthly activities to improve the quality of care that they provide, we have contracted with the University of Hawaii – Center on the Family to determine whether they qualify for the incentive. We are working with the Center on the Family to develop and issue a survey form to review what they used the incentives for and how it improved the quality of care that they provide to children.</p> <p>Preschool directors have commented that they use the new DHS incentive payments to offer training opportunities for staff, obtain substitutes for staff who attend training, provide bonuses to staff, and purchase new equipment and supplies for their program for the children’s use. The survey that we plan to issue will allow us to fully evaluate on a larger scale how they have</p>					

CHILD CARE SERVICES CONTRACTS
Department of Human Services
February 20, 2007
Page 11 of 11

Name of Service	Contractor	Contract Amount	Area Served	Estimated No. of Children Served per month	Description
improved the quality of care, and whether they've increased their capacity (and by how many slots).					
<p>Super-Waivers</p> <p>This is a pilot project that DHS started in 12/05 to allow preschool staff who are only Aide qualified to be waived into a Teacher position in a preschool, provided that they will meet the education and experience requirements within a two-year period. The following are the statistics to date:</p> <ul style="list-style-type: none"> • Total number of waivers approved (includes the 7 who later withdrew from the project due to new employment or other reasons): 102 • Total number of preschools requesting waivers: 81 • Total number of staff completing waivers who are now teacher qualified: 4 <p>Staff are currently in the process of evaluating the applicant's progress.</p>					

To: Representative Roy Takumi, Chair
Representative Lyla Berg, Vice Chair
HOUSE COMMITTEE ON EDUCATION

LATE TESTIMONY

From: Kathy Murphy
Co-Chair, Act 259 Early Learning Educational Task Force

Date: Monday, March 17, 2008
2:00 PM, Room 309

Subject: SB2878 SD2, Early Learning System; Early Learning Council; Keiki First Steps

Chair Takumi, Vice Chair Berg, and members of the House Education Committee. Thank you for the opportunity to submit testimony regarding SB2878 SD2. I am Kathy Murphy, Co-Chair of the Act 259 Early Learning Educational Task Force and also Executive Director of Hawaii Association for the Education of Young Children. I strongly support the intent of this bill.

The Act 259 Early Learning Educational Task Force has truly proposed a high-quality early learning program for Hawaii's 4-year-olds, which culminated in the task force's final report to the Legislature in December 2007. I can truly say that the early childhood community came together and really tried to agree on what is best for Hawaii's young children. The Task Force's final report accurately represents the strong degree of consensus and standards of excellence that will benefit Hawaii for years to come.

I support the intent of this Senate Bill and recommend that most of the contents of HB2973 HD2 be included in this Senate Bill. I support the creation of the public-private Early Learning Council and strongly recommend it be attached to a state agency for fiscal and administrative purposes only. This council must also have a broad representation from both the public and private sectors, and especially from the early learning community and neighbor islands. In fact, the membership of the Early Learning Educational Task Force meets these recommended criteria.

Further, I urge your continued support for helping our early education professionals to obtain their required college degrees and early childhood courses. Extensive research has shown that highly-trained teachers and administrators significantly impact the quality of the early learning experience for children, and this will truly be worthwhile investment.

Our children need and deserve the best start in life to become contributing citizens and leaders in our communities, state and nation. I strongly urge you to support this bill for the good of all of Hawaii's children.

LATE TESTIMONY

From: Linda Elento, Member of The Hawaii Down Syndrome Congress

To: EDUCATION COMMITTEE
Rep. Roy Takumi, Chair
Rep. Lyla Berg, Ph.D., Vice Chair

Re: EDN March 17, 2008, 2pm
SB2878
Comments Supporting Young Children with Disabilities

As you know, **HB2973** and **SB2878** Early Childhood Learning bills ask for a lot of money for another early childhood grouping. Our youngest keiki with disabilities will never see change without your help by considering a few simple policy changes--not more money, but rather a new way to spend the money that we already are spending.

Immediate action may be taken with legislation that specifically names where special education services may be provided for preschool-aged children with disabilities, including home and the community, part-time or full-time (NOT only a special education classroom with special education children and staff), such as the following:

HRS §302A-410 Quality early education plan.

(f) Preschoolers with disabilities. * §302A uses "exceptional child"

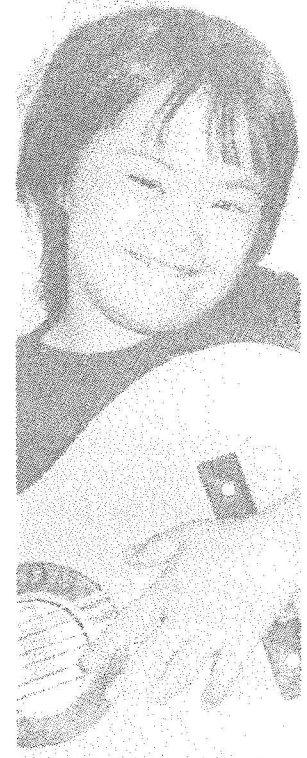
(1) For a preschool aged child, home may be the least restrictive environment.

(2) Continuum of Alternative Placements for Preschool Children (ages 3 through 5): Home, Early Childhood Setting, Early Childhood Special Education, Part-time Early Childhood/Part-time Early Childhood Special Education, Itinerant Services Outside the Home, Reverse Mainstreaming, Separate School, Residential Facility.

(3) Preschoolers with disabilities may be placed in a private early childhood program, if appropriate, to provide the opportunity for education and interaction with nondisabled preschoolers. The program must be licensed or approved by a governmental agency. The district must assure that the student's IEP can be implemented and any special education or related services must be provided by appropriately certified and/or licensed professionals. Paraprofessionals may be used to provide services, when appropriate.

(g) PreKindergarten: "A program operated by a school district or by a community agency under contract from a school district that is open to children who are at least 3 years of age and completed prior to the school district's entry age for kindergarten, unless individual exception* to the age requirements are made by the school district."

* Children with Down syndrome need this age exception, depending on developmental stages due to slower rate of growth at this age.



References:

Pennsylvania, Oklahoma and New Jersey education codes.

The Individuals with Disabilities Education Improvement Act – 2004 definition of Least Restrictive Environment (Sec. 612, 20 USC 1412)—

In general.--To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Immediate action can be taken with legislation to recognize the State's option to choose the federal Individuals with Disabilities Education Improvement Act of 2004's allowance for children who turn 3 years old to continue early intervention services *in lieu of* preschool special education, by modifying the HRS definition of infants and toddlers with disabilities to mirror the IDEA federal definition to include children who would also qualify for special education preschool until ready for kindergarten. Another option that other states choose is to continue the same services with the same providers for children; only the federal lead agency that pays for those services changes--in Hawaii that would be the Dept. of Health (early intervention) and Department of Education (special education preschool). [www.idea.ed.gov]

Thank you for the opportunity to submit comments supporting new legislation in supporting children with disabilities.

Page 2, SB2878

Submitted by: Linda Elento, Member, The Hawaii Down Syndrome Congress, (808) 235-7610

Attention: Rep. R. Takumi, Chair, Education; Rep. L. Berg, Ph.D., Vice Chair, Education SB2878 EARLY CHILDHOOD
From: Linda Elento, Hawaii Down Syndrome Congress, 235-7610 RE: HB2435, HB2973

Purpose: To meet the mandated requirements of the Individuals with Disabilities Education Improvement Act of 2004 by including children with disabilities. US DOE website: <http://www.ed.gov/fund/data/report/idea/partbspap/2007/hi-aprtbl-2007b.doc>

WHY ARE THESE NUMBERS NOT 100%?

Hawaii’s Part B FFY 2005 SPP State Performance Plan /APR Annual Performance Report Response Table

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
<p>6. Percent of preschool children with IEPs who received special education and related services <u>in settings with typically developing peers</u> (i.e., <u>early childhood settings, home, and part-time early childhood/part-time early childhood special education settings</u>). [Results Indicator]</p>	<p>The State’s FFY 2005 reported data for this indicator are <u>35.86%</u>. This represents progress from the State’s FFY 2004 reported data of 35.65%. The State did not meet its FFY 2005 target of 38%.</p>	<p>Please note that, due to changes in the 618 State-reported data collection, this indicator will change for the FFY 2006 APR, <u>due February 1, 2008</u>. States will be required to describe how they will collect valid and reliable data to provide baseline and targets in the FFY 2007 APR, <u>due February 1, 2009</u>.</p>
<p>7. Percent of preschool children with IEPs who demonstrate improved:</p> <p>A. Positive social-emotional skills (including social relationships);</p> <p>B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and</p> <p>Use of appropriate behaviors to meet their needs. [Results Indicator; New]</p>	<p>Entry data provided.</p>	<p>The State reported the required entry data and activities. The State must provide progress data and improvement activities with the FFY 2006 APR, <u>due February 1, 2008</u>.</p>
<p>8. Percent of parents with a child receiving special education services who report that schools facilitated <u>parent involvement</u> as a means of <u>improving services and results for children with disabilities</u>. [Results Indicator; New]</p>	<p>The State’s FFY 2005 reported baseline data for this indicator are <u>34%</u>.</p>	<p>The State provided baseline data, targets, and improvement activities and OSEP accepts the SPP for this indicator.</p> <p>OSEP’s March 23, 2006 SPP response letter required the State to: (1) clarify whether parents of preschool-aged children with disabilities participate in the survey; and (2) submit a copy of the survey with the February 1, 2007 APR. The State reported that parents of preschool children participate in the parent survey and that the State’s baseline data reflects this participation. However, the State did not include a copy of the survey as was required by the instructions for the SPP/APR submission for this indicator. The State must submit a copy of the parent survey in the FFY 2006 APR <u>due February 1, 2008</u>.</p>

To: Senator Rosalyn H. Baker, Chair
Senator Shan S. Tsutsui, Vice Chair
SENATE COMMITTEE ON WAYS AND MEANS

LATE TESTIMONY

From: Katy Chen
Executive Director, PATCH
Cynthia Ballard
Oahu Coordinator

Date: Monday, March 17, 2008
2 pm., Room 309

Subject: SB2878, Relating to Early Learning

Chair Baker, Vice Chair Tsutsui, and members of the Senate Ways and Means Committee, please let this letter indicate my strong support of this bill to create an Early Learning Council and the Keiki First Steps Program. My name is Katy Chen and I am the Executive Director of PATCH, and my name is Cynthia Ballard, Oahu Coordinator – Hawaii’s only statewide child care resource and referral agency. We handle over 15,000 inquiries a year from parents looking for quality care for their children under age 5. We currently lack the availability and quality of early childhood education and care to meet the demand for the same. Accordingly, adoption of Keiki First Steps is critical in addressing this problem.

80 percent of current public school kindergarten classes do not have students displaying the necessary pre-literacy skills during their first month of kindergarten. Keiki First Steps will deal with this problem by offering quality early childhood education. Such education provides Hawaii’s keiki with the solid foundation for them to succeed in school and in life. It is a worthwhile investment.

4 out of 5 states in America already recognize the importance of early childhood education by having some type of publicly-funded early childhood education program. Hawaii can no longer wait and fall behind a majority of the country. The time is now for Hawaii to step up to the plate and adopt a statewide supported early childhood education system.

The Hawaii Legislature took the first steps to create such a system by passing Act 259 in 2006. The Act created a Task Force to develop a quality system, and the Act 259 Early Learning Educational Task Force did in fact, complete that task. The Legislature must now follow through from its initial efforts and support the actual creation of the program outlined in Keiki First. The community needs investments in workforce development to ensure our children are being educated by highly-trained and degreed professionals.

All of us at PATCH want to increase access to top-quality programs and staff. We also support the creation of the public-private Early Learning Council that is administratively attached to a state agency. This council will provide the required visionary and professional leadership for quality early learning to flourish and grow in Hawaii. Now is the time for Hawaii to make a commitment for the future of our children, our communities, and our state. The Task Force’s

recommended sum of \$10.45 million is an outstanding investment that will reap dividends for years to come.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

LATE TESTIMONY

Written Testimony Presented Before the
House Committee on Education
March 17, 2008 at 2:00 p.m.

by

Linda Johnsrud

Vice President for Academic Planning and Policy, University of Hawai'i

SB 2878, SD2 – RELATING TO EARLY LEARNING

Chair Takumi, Vice Chair Berg, and members of the House Committee on Education:

I am Linda K. Johnsrud, Vice President for Academic Planning and Policy, University of Hawai'i System. On behalf of the University System, I am testifying in support of Senate Bill 2878, Senate Draft 2, which establishes an early learning system for Hawai'i, creates an Early Learning Council to govern the system, and establishes the Keiki First Steps Pilot Program.

The University of Hawai'i is a strong advocate of measures to increase the success of Hawai'i's students as they move through the educational pipeline from birth through adulthood. We are an active partner in the Hawai'i P-20 Initiative, and firmly believe that higher education's role is critical if we are to improve the educational level of all of Hawai'i's citizens. The Kellogg Foundation Grant of \$10 million is an example of our efforts at statewide collaboration and commitment toward early childhood education at the community level.

As a partner in Hawai'i's P-20 Initiative with Superintendent Pat Hamamoto and Good Beginnings President Liz Chun, we grapple with the questions as to what strategies are needed to ensure every child enters school ready to succeed, schools are ready for children, and early childhood professionals have access to education that will increase their capacity to teach and nurture the young learner.

We believe there must be a concerted effort to provide quality early education for Hawai'i's keiki, to ensure the elementary schools are ready for the young learner, and to commit to higher education's support for expanding the statewide capacity to educate the early childhood professional.

We know that ultimately how successfully children progress through the educational pipeline will affect their entrance into higher education and lifelong learning.

Although the University of Hawai'i is not specifically mentioned in SB 2878, SD2, may I offer that, as the only system of public higher education in the state, your university will work hand in hand with the early learning system to provide the preservice education and professional development for a well-qualified early childhood workforce that is referenced in the language of the bill.

Four of our community colleges, Honolulu, Hawai'i, Kaua'i, and Maui Community College offer courses in early childhood education leading to an Associate of Science Degree. These programs are articulated with the Bachelor of Arts degree in the Social Sciences with a concentration in Early Childhood Education from the University of Hawai'i at West O'ahu. The College of Education at the University of Hawai'i at Mānoa offers a Bachelor of Education with a focus in Early Childhood Education. A Master's Degree of Education in Early Childhood Education was approved by the Board of Regents in March 2002.

These programs provide pathways to degrees and improved educational qualifications for those in the early education profession, including associate teachers, lead teachers, and center directors. In the very short term, the University of Hawai'i has the capacity to increase the numbers of students that we serve in our programs. In the longer term, we will need resources to build capacity in order to meet anticipated workforce needs. The system academic planning and policy office would work with each of our campuses to plan as a system to address the needs we anticipate. For example, we would need to increase the number and type of courses, programs, and delivery methods to improve access for targeted regions and populations; to add support staff to tutor and remediate returning adults who must update their basic skills while seeking credentials; to work with early childhood centers to recruit students, promote job placements, and ensure that we are being responsive to the early childhood professional community.

The intent of SB 2878, SD2 is to move the state toward a comprehensive early childhood system, a direction that the University of Hawai'i fully supports. Thank you for the opportunity to testify.