



EXECUTIVE OFFICE ON EARLY LEARNING

HONOLULU

GG WEISENFELD
DIRECTOR

Testimony in **Support of**
H.B. 14, Relating to Early Childhood Education
By GG Weisenfeld, Director

House Committee on Education
February 5, 2014
2:00 p.m., Room 309

Chair Takumi, Vice-Chair Ohno, and Members of the Committee:

Good afternoon. I am GG Weisenfeld, Director of the Executive Office on Early Learning. EOEL is in support of House Bill 14.

The purpose of this bill is to make kindergarten mandatory for a child who will be at least five years of age by July 1 of the school year.

Across the nation, most school districts require that a child be five years old before entering kindergarten or become five in the first month of school. In 2012, 39 states and the District of Columbia had cutoff dates of September (usually the first day of school) or earlier.

As we work to implement an early learning system in Hawaii, it makes sense to have mandatory kindergarten to promote the continuity of children's experiences from prekindergarten to kindergarten. While most children enroll in kindergarten, some families do not feel compelled to send their children to school on a consistent basis because it is not mandatory. Without the skills that can be gained through a kindergarten experience, these children may have to play catch up with their peers in first grade. This may leave the child feeling discouraged and put them in a position to fall further behind.

With the adoption of the Common Core State Standards for kindergarten to grade 12, it is even more important now that kindergarten be made mandatory so Hawaii's children can meet the academic requirements of K-12.

EOEL recommends the following amendments to the bill:

- Page 2, line 22: “... least [~~six~~] five years[;] on or before July 31 of the school year and who ...”
- Add a provision to require the Department of Education, in collaboration with the Executive Office on Early Learning, to develop a statewide individualized kindergarten readiness tool and establish an individualized kindergarten readiness assessment process, as proposed in S.B. 2768 that was passed by the Senate Committee on Education. We believe an appropriation of \$870,000 would be needed to fund this adequately.

We also prefer the drafting found in H.B. 1487 relating to the provision to make kindergarten mandatory (e.g., repeal 302A-411).

EOEL respectfully asks that the committee move this bill forward with the suggested amendments. Thank you for the opportunity to provide testimony on this bill.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/05/2014

Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 0014 RELATING TO EARLY CHILDHOOD EDUCATION.

Purpose of Bill: Makes attendance at kindergarten mandatory. Makes transition to kindergarten a directive for the early learning system.

Department's Position:

The Department of Education (Department) supports mandatory kindergarten for children and respectfully requests that the language on Page 2, line 22, be revised to read as follows: "...least ~~six~~ five years [,] on or before July 31 of the school year and who...". This would replace the current language in the bill regarding "by July 1 of any school year". The reason for the requested change is for consistency with section 302A-411, HRS.

Thank you for the opportunity to testify on this measure.



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

February 5, 2014

MEMORANDUM

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

FROM: Patricia McManaman, Director

SUBJECT: **H.B. 14 – RELATING TO EARLY CHILDHOOD EDUCATION**

Hearing: Wednesday, February 5, 2014; 2:00 p.m.
Conference Room 309, State Capitol

PURPOSE: The purposes of H.B. 14 are to make attendance at kindergarten mandatory and to make transition to kindergarten a directive for the early learning system.

DEPARTMENT'S POSITION: The Department of Human Services (DHS) supports the intent of this bill and defers to the Department of Education and the Executive Office on Early Learning on the implementation of its provisions.

Act 169, Session Laws of Hawaii 2013, established the existing child care assistance program, called Preschool Open Doors, as the statewide school readiness program to be administered by the Department of Human Services.

The Preschool Open Doors (POD) program serves low- to moderate-income families whose late-born children are affected by the change in kindergarten entry age

in the 2014-2015 school year or whose children will be eligible for kindergarten in the following school year.

Requiring that kindergarten attendance be mandatory under the compulsory education law would require children enrolled in the POD program to attend kindergarten in the following year and will promote continuity of the children's early learning experiences and thus maximizing the value of the POD program. Children will have the needed school-readiness skills they experienced in a preschool setting through the POD program and will be ready to apply those skills in kindergarten.

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



HAWAII P-20
Partnerships for Education
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Testimony presented before the
House Committee on Education
February 5, 2014 at 2:00 pm
By Karen C. Lee, Ed.D.
Executive Director, Hawaii P-20 Partnerships for Education

HB 14: Relating to Early Childhood Education.

Chair Takumi, Vice Chair Ohno, and Members of the Committee:

HB 14 makes attendance at kindergarten mandatory and makes transition to kindergarten a directive for the early learning system.

Hawaii P-20 supports this bill. As an organization that works in partnership with the Executive Office on Early Learning, the Hawaii Department of Education and the University of Hawaii, Hawaii P-20 works to improve the educational pipeline and facilitates seamless educational experiences across systems. Full-day kindergarten is essential to create the educational, socio-emotional and physical building blocks to success in latter years in the K-12 education system and beyond.

However, Hawaii P-20 suggests that language be inserted that requires the Hawaii Department of Education, in collaboration with the Executive Office on Early Learning, to establish an individualized kindergarten readiness assessment system. The measure should make an appropriation for the system to the Hawaii Department of Education.

Hawaii P-20 strongly supports the creation of an appropriate individualized kindergarten readiness assessment system. Currently, schools create or adopt their own assessments in order to survey incoming students' readiness for school. Many of these tools are not developmentally appropriate, cumbersome to administer, and expensive. Moreover, they do not provide any uniform data to the Hawaii Department of Education about children's readiness or consistent feedback to early learning programs about their preparation of children or feedback to parents and families about their child's learning and development. It is absolutely essential that the state begin to collect data about individual child readiness for kindergarten in order to improve the preparedness of children, aid teachers in providing differentiated learning techniques, and for longitudinal studies about education outcomes.

Furthermore, we strongly support the request for the funding of an appropriate kindergarten assessment tool, as well as the ongoing training necessary on the chosen tool. The Hawaii Department of Education cannot be expected to implement a new statewide assessment system without adequate funding. In addition to the proposed appropriation, we humbly request that a

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first year appropriation of \$870,000 be inserted with an ongoing annual appropriation of \$664,000 for the cost of the tool and four personnel for training and professional development. Thank you for this opportunity to testify.

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**Testimony to the House Committee on Education
Wednesday, February 5, 2014 at 2:00 P.M.
Conference Room 309, State Capitol**

**RE: HOUSE BILL 14 RELATING TO EARLY CHILDHOOD
EDUCATION**

Chair Takumi, Vice Chair Ohno, and Members of the Committee:

The Chamber of Commerce of Hawaii ("The Chamber") **supports** HB 14 Relating to Early Childhood Education.

The Chamber is the largest business organization in Hawaii, representing over 1,000 businesses. Approximately 80% of our members are small businesses with less than 20 employees. As the "Voice of Business" in Hawaii, the organization works on behalf of members and the entire business community to improve the state's economic climate and to foster positive action on issues of common concern.

The Chamber believes that this measure must be in place to properly equip Hawaii's youth with important life skills. The Chamber strongly believes that children need to attend kindergarten or risk following behind their peers. While non-attendance is not a large segment of the population, it is important that many children attend kindergarten. Also as it is voluntary, sometimes children who are not ready to advance to the next level are allowed to move forward.

On a broader level, early childhood is critical because brain development takes place by age five. We believe it's imperative to begin investing early in a child's life, when the brain is in this state of tremendous growth potential. In 2008, the Hawaii Economic Benefits Study of early education for Hawai'i showed that for every \$1 Hawai'i invests in a quality four-year early learning program, the state will receive a return of \$4.20. This is not only about return of investment but in providing for our employees and their children.

Thank you for the opportunity to testify.



Randy Perreira
President

HAWAII STATE AFL-CIO

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The Twenty-Seventh Legislature, State of Hawaii
Hawaii State House of Representatives
Committee on Education

Testimony by
Hawaii State AFL-CIO
February 5, 2014

H.B. 14 - RELATING TO EARLY
CHILDHOOD EDUCATION

The Hawaii State AFL-CIO supports H.B. 14 which makes attendance at kindergarten mandatory and makes transition to kindergarten a directive for the early learning system.

Investments in education, especially early childhood education are important for our keiki's success. Making kindergarten mandatory is an investment that will payoff for future generations and help students succeed and perform well in school.

Thank you for the opportunity to testify.

Respectfully submitted,

Randy Perreira
President



Wednesday, February 5, 2014
2:00 PM
Conference Room 309

TESTIMONY TO
THE HOUSE COMMITTEE
ON EDUCATION

RE: HB 14 – Relating to Early Childhood Education

Chair Takumi, Vice Chair Ohno, and members of the Committee:

My name is Robert Witt, Executive Director of the Hawaii Association of Independent Schools (HAIS), which represents 99 private and independent schools in Hawaii and educates over 33,000 students statewide.

HAIS is in support of HB 14 as the proposed amendments will serve to enhance school readiness for all children, putting them on an equal playing field for future success in school and beyond. This will also set a much-needed precedent for the entire country by making kindergarten mandatory.

The passage of this bill will support the children of our most at-risk families; those who are most likely to enter kindergarten without the necessary foundational skills for learning, as well as those who choose not to attend kindergarten at all. We furthermore feel the facilitation by the Executive Office of Early Learning to provide articulation between grade levels and ensure a smooth transition is quite important. When children and their families experience positive, smooth transitions, the benefits are children have higher levels of social competence, academic achievement and overall future school success.

The Executive Office of Early Learning was tasked with the job of developing a comprehensive early childhood system. Hawaii is one of only ten states that does not have an established statewide early learning program, which means that we are missing a very crucial window of opportunity in the neural brain development of our young children.

Due to limited resources and funds, it is imperative that the public and private sectors collaborate on this effort to ensure that all children have an equal opportunity for access to a quality early childhood education. As the association that represents the voices of the private and independent schools, we are eager and willing to support the state in its efforts.

Thank you for the opportunity to testify in support of this measure.



January 28, 2014

TO: Chair Roy Takumi
Vice-Chair Takashi Ohno
Members of the House Education Committee

FROM: Deborah Zysman
Executive Director
Good Beginnings Alliance

RE: **Testimony in support of HB14: RELATING TO KINDERGARTEN.**

The Good Beginnings Alliance **supports HB14**, which seeks to make kindergarten mandatory in Hawaii for a child who is at least five years old on July 31 of the school year. The Good Beginnings Alliance (GBA) is a policy and advocacy organization focused on ensuring that Hawaii's young children are healthy, safe, and ready for school. We strive to support our stakeholder community to this end, as well as provide relevant information to our families and fellow advocate community.

As the Hawaii state legislature continues to develop and invest in a comprehensive early childhood education system, the inclusion of mandatory Kindergarten makes sense. Kindergarten education provides Hawaii's children an unparalleled educational experience that ensures age appropriate reading and writing proficiency, as well important interpersonal skills. Currently, over 95% of Hawaii children attend kindergarten.

HB14 should also incorporate language that ensures that mandatory Kindergarten in our state comes with quality oversight (including coordination with the Executive Office on Early Learning), investment in teacher training and resources, and protections for parents who choose not to take part in the proposed assessment system.

Thank you for allowing GBA to offer testimony in support of HB14.

Sincerely,
Deborah Zysman
Executive Director
Good Beginnings Alliance

INPEACE- Institute for Native Pacific Education and Culture**TESTIMONY****HBs 2276, 14 & 1676****RELATING TO EARLY CHILDHOOD EDUCATION, LEARNING and KINDERGARTEN**

Testimony Presented Before Committee on Education
February 4, 2014, in Conference Room 414 @ 1:30 pm
by Dr. Kanoe Nāone, Chief Executive Officer, INPEACE

INPEACE, the Institute for Native Pacific Education and Culture, supports HB2276, 14 & 1676.

We know that 85% of the brain is developed by the time children turn 5. As a former Department of Education elementary teacher and as a mother I have seen the benefits of early education and what happens when children don't have access to quality learning. The single largest impact on the well being of our K-12 system is access to early childhood education. By providing families, especially those in low-income areas, access to early learning we can dramatically and positively shift the well being of the children in those schools and areas. We believe an equitable early learning system is of critical importance to the success of our children and the economic future of our state. The elimination of Junior Kindergarten will affect more than 5,000 children in our communities, with the largest impact on those most at risk and who will not have access to preschool or early education before entering kindergarten.

As a Family Child Interaction Learning (FCIL) provider, INPEACE **supports HB 2276** upon ratification, because it will move our state one step closer to building a viable early learning system. To establish this, we are committed to working with multiple organizations and agencies to offer a range of early learning programs that meet different needs and values to effectively serve the community more broadly and support the success of our most at-risk children. We support a system that provides families with culturally responsive, high-quality early learning opportunities that enables healthy, successful development, and the ability of each child to reach their full potential. As an FCIL provider, we understand the value of early childhood education in providing vital and culturally responsive services to some of the state's highest need populations. We are able to achieve success via FCILs by empowering families with the knowledge they need in order to support their children throughout school and life. Collectively, there are 6 organizations who are a part of 'Eleu (an early childhood consortium) and collectively we annually serve more than 25,000 children and their families statewide. Our FCILs are strategically placed in underserved areas where there are high concentrations of Native Hawaiians and minority populations. As a result, these families have access to **FREE &** high quality early childhood education, a critical need in at-risk areas. FCILs are an established setting within the early learning system. We humbly ask for state support to send a clear message to all that the state is willing to diversify the early learning options based on family need and choice!

We **support HB 1676** to amend H.R.S. §302L to authorize agreements to use underutilized DOE and charter school facilities for preschool programs with reservations. We currently utilize classrooms in the DOE for 11 of our preschool sites already and have been doing so in some cases for the last 15 years, so we want to be sure that we are able to continue those partnerships if this bill passes. The lack of facilities and the high cost associated with them make it very difficult for preschool programs to thrive. This amendment has the ability to support preschools and systems alignment between the HIDOE and the early childhood system to ensure our children and their families have a smooth transition from their preschool programs into kindergarten.

We **support HB14** because it establishes transition to kindergarten as a mandate of the early learning system. We support this bill because it encourages collaboration & alignment between the early learning system and the HIDOE.

INPEACE is a non-profit, educational organization that annually serves more than 4,500 children, parents and community members through its early childhood and workforce development programs on five different islands. The work of INPEACE over the past 20 years has been extensive and progressive in Hawai'i, particularly within communities that do not otherwise have access to the services it provides. On a daily basis, we see the critical role early learning plays in the economic wellbeing of communities, especially those in areas where poverty is prevalent. We also have statistically significant educational outcomes for the children in our FCIL programs making it a viable option for school readiness.

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

House Committee on Education
Representative Roy Takumi, Chair
Representative Takashi Ohno, Vice Chair

February 5, 2014

Dear Chair Takumi, Vice Chair Ohno and Committee Members:

This testimony is submitted in support for HB14, requiring Kindergarten to be mandatory.

The Hui for Excellence in Education (HE'E) is a diverse coalition of over 40 parent and community organizations dedicated to improving student achievement by increasing family and community engagement and partnerships in our schools. Our member list is attached.

The Coalition supports mandatory Kindergarten for our students. The Coalition in recent years has supported Early Learning legislation, as our members believe that the earlier a child is exposed to school, the better outcomes for student achievement. HB14 makes clear that all five-year olds are required to attend school, ensuring consistency from a pre-Kindergarten program to a Kindergarten program. We have heard from school administrators that while most children enroll in Kindergarten, because it is not mandatory, some families will not feel compelled to send their children to school on consistent basis. Therefore, along with the change in legislation, we also recommend an outreach program be implemented to educate families about the change in the law along with the importance of daily attendance.

Thank you for the opportunity to testify and for your consideration. Our support of this bill represents a 75% consensus or more of our membership.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

HE'E Member List

Academy 21

Academy 21

After-School All-Stars Hawaii

Alliance for Place Based Learning

*Castle Complex Community Council

Center for Civic Education

Coalition for Children with Special Needs

*DOE Windward District

*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawaii

*Good Beginnings Alliance

Harold K.L. Castle Foundation

*Hawaii Appleseed Center for Law and Economic Justice

Hawai'i Athletic League of Scholars

*Hawai'i Charter School Network

*Hawai'i Nutrition and Physical Activity Coalition

*Hawaii State PTSA

Hawai'i State Student Council

Hawai'i State Teachers Association

Hawai'i P-20

Hawai'i 3Rs

Head Start Collaboration Office

It's All About Kids

*INPEACE

Joint Venture Education Forum

Junior Achievement of Hawaii

Kamehameha Schools

Kanu Hawai'i

Keiki to Career

Kupu A'e

*Leaders for the Next Generation

Learning First

McREL's Pacific Center for Changing the Odds

Our Public School

*Pacific Resources for Education and Learning

*Parents and Children Together

*Parents for Public Schools Hawai'i

Punahou School PUEO Program

Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

YMCA of Honolulu

Voting Members (*)

Written Testimony Presented Before the
House Committee on Education
Wednesday, February 5, 2014, 2:00 p.m.
by

Donald B. Young
Personal Testimony

HB 14 RELATING TO EARLY CHILDHOOD EDUCATION

Chair Takumi, Vice Chair Ohno, and Members of the Committee on Education

My name is Donald Young. I am the Dean of the College of Education at the University of Hawai'i at Mānoa.

On behalf of the College of Education, I support HB 14. While we continue to struggle with how to provide quality early learning opportunities for all young children, it remains an anomaly that we do not require Kindergarten attendance. It is true that in Hawai'i a very large number of families voluntarily enroll their children in Kindergarten. However, leaving early learning to chance is unacceptable if we truly intend to create a literate, productive workforce and ensure all children have access to life opportunities they may wish to achieve.

Section 4 (6) of HB 14 calls for the early learning system to “facilitate the transition to kindergarten of children in the program.” I wish to respectfully remind the Committee that the College of Education has considerable faculty expertise in developing early learning systems, including assessment protocols and instruments appropriate for young children, that could contribute to fulfilling the intent of this part of the bill.

I wish to also point out that several years ago the Hawaii Educational Policy Center (HEPC) engaged in a statewide effort focused on the transition of young children into Kindergarten. In addition to the research conducted, there were two instruments developed, one assessing the readiness of groups of children to enter Kindergarten, and another assessing the readiness of schools to accept and provide quality educational services for them. I respectfully suggest that should HB 14 pass that we re-look and build upon the earlier HEPC work rather than assuming that we are starting from scratch. The reports can be found on the HEPC website.

[Ready for Success In Kindergarten — A Comparative Analysis of Community Beliefs: Preschool and Kindergarten Parents, Teachers, and Administrators \[POLICY BRIEF ALSO AVAILABLE\]](#), (114 pp, 608K, PDF)
[Development, Validation and Field Testing of Readiness Instruments: Schools Ready for Children and Children Ready for School](#)(83 pp, 764K, PDF)

Thank you for the opportunity to testify.

ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, February 04, 2014 9:40 AM
To: EDNtestimony
Cc: mendezj@hawaii.edu
Subject: *Submitted testimony for HB14 on Feb 5, 2014 14:00PM*

HB14

Submitted on: 2/4/2014

Testimony for EDN on Feb 5, 2014 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Javier Mendez-Alvarez	Individual	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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LATE

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TESTIMONY BEFORE THE HOUSE COMMITTEE
ON EDUCATION

Wil Okabe
President
Joan Kamila Lewis
Vice President
Colleen Pasco
Secretary-Treasurer
Alvin Nagasako
Executive Director

DATE: WEDNESDAY, FEBRUARY 5, 2014

RE: H.B. 14 – RELATING TO EARLY CHILDHOOD EDUCATION

PERSON TESTIFYING: WIL OKABE
HAWAII STATE TEACHERS ASSOCIATION

The Honorable Chair Roy Takumi, The Honorable Vice-Chair Takashi Ohno and the Members of the Committee:

The Hawaii State Teachers Association (HSTA) wholeheartedly **strongly supports H.B. 14, Mandatory Kindergarten.**

HSTA is the exclusive representative of more than 13,500 public and charter schoolteachers statewide. As the state affiliate of the 3.2 million members of the National Education Association, HSTA believes that kindergarten should be mandatory as well as adequate funding should be provided by the state so that kindergarten education will be available to all five year olds.

In President Obama's state of the union address, he referred to the proliferation of pre-kindergarten programs. As such, kindergarten may no longer be the primary bridge between home and formal education. However, it still serves as an important transitional function as kindergarteners are expected to learn basic academic and social skills that prepare them for the demands of first and subsequent grades. In order to ensure that this expectation is met, kindergarten attendance should be mandatory, and Hawaii should offer a publicly –funded, quality kindergarten program.

HSTA supports full day mandatory Kindergarten programs. If early childhood education is a priority, then schools should have mandatory kindergarten in our compulsory attendance laws before a new project is started.

Thank you for the opportunity to testify in **strong support of H.B. 14.**

To: House and Senate Education Committees
From: Malcolm Kirkpatrick
In re: HB 14 (Relating to Early Childhood Education)
2014-02-05 (Feb.)

Thank you for this opportunity to testify. My name is Malcolm Kirkpatrick. I attended government schools from age five to age 22 (BA, Math, UH). I taught in the Hawaii DOE schools (Secondary Math) for twelve years.

Please DO NOT support HB 14 or any other bill which lowers the age at which parents must submit their children to institutionalized instruction. While early education may confer later academic and career benefits (depending on the definition of the vague term "education"), policies which compel early compulsory attendance at school will degrade overall system performance.

Twenty years ago State Senator Avery Chumley introduced a bill that would have compelled attendance at school starting at age 3. Based on what I had read about Head Start, I did not believe that this was a good idea. I decided to investigate the effect of State-to-State variations in the age of compulsory attendance on variations in State-level NAEP Reading and Math performance. Based, again, on what I had read about Head Start, I expected to find that early compulsory attendance increases 4th grade scores and that this effect would disappear by 8th grade. This is not what I found. States which compel attendance at age seven or eight have higher 4th and 8th grade Reading and Math scores than States which compel attendance at age five or 6. See attached tabular data.

Advocates for early institutionalization either misinterpret research on early institutionalization, believe without careful consideration the misrepresentations of this research or deliberately misrepresent this research. Research which finds a beneficial effect of early institutionalized instruction compare children of seriously deficient parents who receive "high quality" (i.e., intensive) interventions to children of seriously deficient parents who do not receive this intervention. THESE RESULTS DO NOT GENERALIZE. No sane person would interpret a study that compares children with childhood leukemia who receive radiation therapy to children with childhood leukemia who do not receive radiation therapy and which finds enhanced longevity in the treatment group to suggest that ALL children receive radiation therapy. This is what advocates for early childhood education do with studies that find a positive effect to early compulsory attendance.

Marvin Minsky

Communications of the Association for Computing Machinery 1994-July
Minsky: "... the evidence is that many of our foremost achievers developed under conditions that are not much like those of present-day mass education. Robert Lawler just showed me a paper by Harold Macurdy on the child pattern of genius. Macurdy reviews the early education of many eminent people from the last couple of centuries and concludes (1) that most of them had an enormous amount of attention paid to them by one or both parents and (2) that generally they were relatively isolated from other children. This is very different from what most people today consider an ideal school. It seems to me that much of what we call education is really socialization. Consider what we do to our kids. Is it really a good idea to send your 6-year-old into a room full of 6-year-olds, and then, the next year, to put your 7-year-old in with 7-year-olds, and so on? A simple recursive argument suggests

this exposes them to a real danger of all growing up with the minds of 6-year-olds. And, so far as I can see, that's exactly what happens.

Our present culture may be largely shaped by this strange idea of isolating children's thought from adult thought. Perhaps the way our culture educates its children better explains why most of us come out as dumb as they do, than it explains how some of us come out as smart as they do."

Gandhi wrote that parents are the natural teachers of children. Abundant evidence supports the following generalizations:

1. As institutions take from parents the power to determine for their own children the choice of curriculum and the pace and method of instruction, overall system performance falls, and
2. Political control of school harms most the children of the least politically adept parents.

Please DO NOT support this bill.

NAEP 2000 Math

Table 1 State (participant) 2000 NAEP	A	B		C		D		E		F		G			
	mean	per- cent below basic		per- cent basic+		per- cent pro- ficient+		per- cent ad- vanced		parents' ed level HS		parents' ed level BA delta BA-HS			
Alabama	262	AL	48	AL	52	AL	16	AL	2	AL	252	AL	273	AL	21
Arizona	271	AZ	38	AZ	62	AZ	21	AZ	3	AZ	260	AZ	285	AZ	25
Arkansas	261	AR	48	AR	52	AR	15	AR	1	AR	252	AR	272	AR	20
California	262	CA	48	CA	52	CA	18	CA	3	CA	244	CA	281	CA	37
Connecticut	292	CT	28	CT	72	CT	34	CT	6	CT	267	CT	296	CT	29
District of Columbia	234	DC	77	DC	23	DC	6	DC	1	DC	225	DC	249	DC	24
Georgia	266	GA	45	GA	55	GA	19	GA	3	GA	255	GA	277	GA	22
Hawaii	263	HI	49	HI	51	HI	16	HI	2	HI	247	HI	276	HI	29
Idaho	278	ID	29	ID	71	ID	27	ID	3	ID	266	ID	288	ID	22
Illinois	277	IL	32	IL	68	IL	27	IL	4	IL	268	IL	287	IL	19
Indiana	283	IN	24	IN	76	IN	31	IN	4	IN	272	IN	293	IN	21
Kansas	284	KA	23	KA	77	KA	37	KA	4	KA	276	KA	292	KA	16
Kentucky	272	KY	37	KY	63	KY	21	KY	3	KY	264	KY	284	KY	20
Louisiana	259	LA	52	LA	48	LA	12	LA	1	LA	250	LA	267	LA	17
Maine	284	ME	24	ME	76	ME	32	ME	6	ME	272	ME	293	ME	21
Maryland	276	MD	35	MD	65	MD	29	MD	6	MD	263	MD	286	MD	23
Massachusetts	283	MA	24	MA	76	MA	32	MA	6	MA	271	MA	294	MA	23
Michigan	278	MI	30	MI	70	MI	28	MI	5	MI	269	MI	299	MI	30
Minnesota	288	MN	20	MN	80	MN	40	MN	7	MN	275	MN	296	MN	21
Mississippi	254	MS	59	MS	41	MS	8	MS	1	MS	246	MS	262	MS	16
Missouri	274	MO	33	MO	67	MO	22	MO	2	MO	265	MO	284	MO	19
Montana	287	MT	20	MT	80	MT	37	MT	6	MT	277	MT	295	MT	18
Nebraska	281	NE	26	NE	74	NE	31	NE	5	NE	273	NE	289	NE	16
Nevada	268	NV	42	NV	58	NV	20	NV	2	NV	261	NV	280	NV	19
New Mexico	260	NM	50	NM	50	NM	13	NM	1	NM	248	NM	285	NM	37
New York	278	NY	32	NY	68	NY	26	NY	4	NY	270	NY	285	NY	15
North Carolina	280	NC	30	NC	70	NC	30	NC	6	NC	268	NC	291	NC	23
North Dakota	283	ND	23	ND	77	ND	31	ND	4	ND	272	ND	289	ND	17
Ohio	283	OH	25	OH	75	OH	31	OH	5	OH	272	OH	293	OH	21
Oklahoma	272	OK	36	OK	64	OK	19	OK	2	OK	264	OK	291	OK	27
Oregon	281	OR	29	OR	71	OR	32	OR	6	OR	270	OR	292	OR	22
Rhode Island	273	RI	36	RI	64	RI	24	RI	4	RI	264	RI	284	RI	20
South Carolina	266	SC	45	SC	55	SC	18	SC	2	SC	255	SC	278	SC	23
Tennessee	263	TN	47	TN	53	TN	17	TN	2	TN	254	TN	275	TN	21
Texas	275	TX	32	TX	68	TX	24	TX	3	TX	267	TX	287	TX	20
Utah	275	UT	32	UT	68	UT	26	UT	3	UT	263	UT	285	UT	22
Vermont	283	VT	25	VT	75	VT	32	VT	6	VT	272	VT	293	VT	21
Virginia	277	VA	33	VA	67	VA	36	VA	5	VA	261	VA	289	VA	28
West Virginia	271	WV	38	WV	52	WV	18	WV	2	WV	264	WV	282	WV	18
Wyoming	277	WY	30	WY	70	WY	25	WY	4	WY	268	WY	285	WY	17

This table lists States with their mean score (A), percent below basic (B), percent basic or above, (C), percent proficient (D), percent advanced (E), mean score of students whose parents graduated high school (F), mean score of students whose parents graduated college (G), and the difference between the college mean score and the high school mean score (H).

NAEP 2000 Math

Table II	A	B	C	D	E	F	G	
Connecticut	292	MN 20	MN 80	MN 40	MN 7	MT 277	MI 299	NY 22
Minnesota	288	MT 20	MT 80	KA 37	CT 6	KA 276	CT 296	KA 20
Montana	287	KA 23	KA 77	MT 37	MA 6	MN 275	MN 296	MS 21
Kansas	284	ND 23	ND 77	VA 36	MD 6	NE 273	MT 295	NE 22
Maine	284	IN 24	IN 76	CT 34	ME 6	IN 272	MA 294	LA 22
Indiana.....	283	MA 24	MA 76	MA 32	MT 6	ME 272	IN 293	ND 21
Massachusetts	283	ME 24	ME 76	ME 32	NC 6	ND 272	ME 293	WY 21
North Dakota	283	OH 25	OH 75	OR 32	OR 6	OH 272	OH 293	MT 21
Ohio	283	VT 25	VT 75	VT 32	VT 6	VT 272	VT 293	WV 21
Vermont	283	NE 26	NE 74	IN 31	MI 5	MA 271	KA 292	IL 21
Nebraska	281	CT 28	CT 72	ND 31	NE 5	NY 270	OR 292	MO 22
Oregon	281	ID 29	ID 71	NE 31	OH 5	OR 270	NC 291	NV 21
North Carolina	280	OR 29	OR 71	OH 31	VA 5	MI 269	OK 291	AR 22
Idaho	278	MI 30	MI 70	NC 30	IL 4	IL 268	ND 289	KY 21
Michigan	278	NC 30	NC 70	MD 29	IN 4	NC 268	NE 289	RI 21
New York	278	WY 30	WY 70	MI 28	KA 4	WY 268	VA 289	TX 21
Illinois	277	IL 32	IL 68	ID 27	ND 4	CT 267	ID 288	AL 21
Virginia	277	NY 32	NY 68	IL 27	NY 4	TX 267	IL 287	IN 20
Wyoming	277	TX 32	TX 68	NY 26	RI 4	ID 266	TX 287	ME 21
Maryland	276	UT 32	UT 68	UT 26	WY 4	MO 265	MD 286	MN 21
Texas	275	MO 33	MO 67	WY 25	AZ 3	KY 264	AZ 285	OH 21
Utah	275	VA 33	VA 67	RI 24	CA 3	OK 264	NM 285	TN 21
Missouri.....	274	MD 35	MD 65	TX 24	GA 3	RI 264	NY 285	VT 21
Rhode Island	273	OK 36	OK 64	MO 22	ID 3	WV 264	UT 285	GA 21
Kentucky	272	RI 36	RI 64	AZ 21	KY 3	MD 263	WY 285	ID 22
Oklahoma	272	KY 37	KY 63	KY 21	TX 3	UT 263	KY 284	OR 21
Arizona	271	AZ 38	AZ 62	NV 20	UT 3	NV 261	MO 284	UT 23
West Virginia.....	271	WV 38	NV 58	GA 19	AL 2	VA 261	RI 284	MA 23
Nevada	268	NV 42	GA 55	OK 19	HI 2	AZ 260	WV 282	MD 22
Georgia	266	GA 45	SC 55	CA 18	MO 2	GA 255	CA 281	NC 26
South Carolina	266	SC 45	TN 53	SC 18	NV 2	SC 255	NV 280	SC 25
Hawaii	263	TN 47	AL 52	WV 18	OK 2	TN 254	SC 278	DC 24
Tennessee	263	AL 48	AR 52	TN 17	SC 2	AL 252	GA 277	AZ 25
Alabama	262	AR 48	CA 52	AL 16	TN 2	AR 252	HI 276	OK 24
California	262	CA 48	WV 52	HI 16	WV 2	LA 250	TN 275	VA 25
Arkansas	261	HI 49	HI 51	AR 15	AR 1	NM 248	AL 273	CT 25
New Mexico	260	NM 50	NM 50	NM 13	DC 1	HI 247	AR 272	HI 25
Louisiana	259	LA 52	LA 48	LA 12	LA 1	MS 246	LA 267	MI 21
Mississippi	254	MS 59	MS 41	MS 8	MS 1	CA 244	MS 262	CA 18
District of Columbia	234	DC 77	DC 23	DC 6	NM 1	DC 225	DC 249	NM 24
corr(start age, X)	0.45	-0.45	0.45	0.39	0.34	0.47	0.29	-0.44
corr(end age, X)	-0.39	0.38	-0.36	-0.31	-0.33	-0.45	-0.26	0.46
corr(%top130,X)	-0.5	0.52	-0.49	-0.35	-0.27	-0.53	-0.47	0.21
corr(%15Kdist,X)	-0.5	0.52	-0.49	-0.36	-0.29	-0.55	-0.46	0.26
corr(pupil\$, X)	0.27	-0.19	0.18	0.32	0.48	0.21	0.23	0.00
corr(teacher\$, X)	0.12	-0.03	0.04	0.22	0.37	0.00	0.11	0.21
corr(capital\$, X)	0.05	0.04	-0.01	0.20	0.34	-0.08	0.02	0.21
corr(teacher\$/capita\$,X)	0.04	-0.06	0.01	-0.07	-0.08	0.10	0.09	-0.03

NAEP 1992 8th. **Age, District Size, and Student Performance**

States ranked by percent of students above proficient.

Bottom one-third of schools

Top one-third of schools.

	Bottom one-third of schools				Top one-third of schools.				
	E/D	%20K district	% 130 district	%	E/D	%20K district	% 130 district	%	
Minnesota	2,000	0.21	0.10	26	ND	458	0.00	0.00	51
Iowa	1,256	0.06	0.00	25	CT	2,890	0.09	0.00	50
North Dakota	458	0.00	0.00	25	Ia	1,256	0.06	0.00	50
Maine	769	0.00	0.00	23	NJ	1,894	0.09	0.04	50
Nebraska	410	0.26	0.15	20	MN	2,000	0.21	0.10	48
Utah	11,784	0.64	0.53	20	NB	410	0.26	0.15	48
New Hampshire	1,041	0.00	0.00	19	Ma	2,500	0.13	0.07	47
Idaho	2,095	0.11	0.00	18	Wi	1,977	0.17	0.11	45
Wyoming	2,059	0.00	0.00	17	Me	769	0.00	0.00	43
Wisconsin	1,977	0.17	0.11	16	MD	32,193	0.84	0.75	43
Colorado	3,551	0.49	0.23	14	NH	1,041	0.00	0.00	43
Delaware	5,555	0.00	0.00	13	NY	3,829	0.41	0.40	42
Indiana	3,284	0.15	0.05	12	Pa	3,481	0.14	0.14	41
Missouri	1,619	0.15	0.09	12	Co	3,551	0.49	0.23	40
Connecticut	2,890	0.09	0.00	11	Mi	2,866	0.17	0.11	40
Pennsylvania	3,481	0.14	0.14	11	Va	7,415	0.47	0.36	40
Massachusetts	2,500	0.13	0.07	10	Oh	2,734	0.16	0.15	38
Oklahoma	1,090	0.13	0.07	10	Id	2,095	0.11	0.00	37
Kentucky	3,723	0.19	0.14	9	In	3,284	0.15	0.05	37
Hawaii	180,430	1.00	1.00	8	Tx	1,539	0.46	0.32	37
New Jersey	1,894	0.09	0.04	8	Ca	5,317	0.43	0.25	36
New York	3,829	0.41	0.40	8	Mo	1,619	0.15	0.09	36
Texas	1,539	0.46	0.32	8	Ut	11,784	0.64	0.53	36
Arizona	3,112	0.35	0.18	7	Wy	2,059	0.00	0.00	36
Florida	30,459	0.87	0.65	7	Ok	1,090	0.13	0.07	32
Maryland	32,193	0.84	0.75	7	RI	4,047	0.16	0.00	32
Michigan	2,866	0.17	0.11	7	SC	6,777	0.32	0.00	31
North Carolina	9,366	0.37	0.26	7	Az	3,112	0.35	0.18	30
Ohio	2,734	0.16	0.15	7	Fl	30,459	0.87	0.65	30
Rhode Island	4,047	0.16	0.00	7	Ga	6,830	0.41	0.37	29
South Carolina	6,777	0.32	0.00	7	De	5,555	0.00	0.00	28
Virginia	7,415	0.47	0.36	7	Ky	3,723	0.19	0.14	28
West Virginia	5,716	0.11	0.11	7	Hi	180,430	1.00	1.00	26
Georgia (U.S.)	6,830	0.41	0.37	6	Tn	6,193	0.39	0.31	25
Tennessee	6,193	0.39	0.31	6	Al	5,783	0.29	0.25	24
Arkansas	1,410	0.10	0.00	5	NM	3,662	0.36	0.29	24
California	5,317	0.43	0.25	5	NC	9,366	0.37	0.26	23
New Mexico	3,662	0.36	0.29	5	Ar	1,410	0.10	0.00	21
Alabama	5,783	0.29	0.25	3	La	12,130	0.50	0.36	20
Mississippi	3,395	0.07	0.00	3	WV	5,716	0.11	0.11	20
Louisiana	12,130	0.50	0.36	2	DC	80,678	1.00	1.00	16
Dist. of Columbia	80,678	1.00	1.00	1	Ms	3,395	0.07	0.00	16
Mean, top 5	1,121	0.07	0.03	25		1,625	0.06	0.01	50
Mean, top 10	2,385	0.15	0.09	21		4,635	0.19	0.12	48
Mean, top 20	11,599	0.20	0.13	16		3,909	0.22	0.15	44
Mean, bottom 20	11,581	0.39	0.29	6		19,210	0.36	0.28	26
Mean, bottom 10	13,111	0.37	0.29	4		30,876	0.42	0.36	22
Mean, bottom 5	21,130	0.44	0.38	3		20,666	0.36	0.29	19