



NEIL ABERCROMBIE
GOVERNOR

EXECUTIVE CHAMBERS
HONOLULU

Testimony of Governor Neil Abercrombie
In **Support** of
S.B. 1084 S.D. 1, Proposing An Amendment to Article X, Section 1,
Of The Hawaii State Constitution To Permit The Appropriation Of Public Funds For Private Early
Childhood Education Programs
S.B. 1093 S.D. 2, Relating to School Readiness
S.B. 1095 S.D. 2, Relating to Early Childhood Education

House Committee on Education
March 13, 2013
2:00 p.m., Room 309

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

Good afternoon. I am in **strong support of Senate Bill 1084 S.D. 1, Senate Bill 1093 S.D. 2, and Senate Bill 1095 S.D. 2.**

A Critical Need

Investment in early learning in Hawaii helps raise social mobility for our keiki. Early learning helps to address growing economic inequalities and diminishing rates of upward mobility – without it, research indicates that children will be more likely to drop out of school, become a teen parent, be arrested for a violent crime, and never attend college. By investing early, we are setting the foundation that will help strengthen our human capital and economy as well as provide dramatic life changing benefits for our children.

Recognizing the significant returns of such an investment, all but 11 states have already invested in preschool programs over the past decade. But even among the 11 remaining states, there is movement: in Mississippi, which has historically ranked near the bottom of the nation in educational achievement, the governor and legislature are at the cusp of creating the state's first State-funded preschool program. *Hawaii is behind.*

Even the President, and now Sen. Mazie Hirono through her PRE-K bill, have put early learning at the top of their agendas. States may soon be able to access funding in support of early learning through cost-sharing with the federal government. To take advantage of these federal monies, we need to have our State program ready. Hawaii lost out on Race to the Top Early Learning Challenge grant monies because we did not have an early learning program in place. *We don't want to be behind.*

Background for Legislation

Attached are:

- A summary of the three bills.

- An advice letter from the Department of the Attorney General explaining the need for the Constitutional amendment.

Not School Vouchers

The School Readiness Program and Early Childhood Education Program are not voucher programs: families will not be able to enroll their children in any program of their choice; only those that are contracted by EOEL, that meet the requirements established by EOEL. Also, the Constitutional amendment proposed by S.B. 1084 S.D. 1 is narrowly crafted to be specific to early childhood education programs and allow the Legislature to retain control.

Separation of Church and State

These programs, and the Constitutional amendment, will not change the separation of church and State. However, the Executive Office on Early Learning (EOEL), through which the programs would be administered, would like to work with faith-based programs (estimated to be less than 30% of Hawaii's licensed preschools) to bring them into the State's early learning system as much as possible.

Despite the general nationwide prohibition on use of state funds to pay for religious instruction, states including Illinois have faith-based providers who have chosen to participate in their state-funded program. In our consultations with Ounce of Prevention, a national organization that works with other states to advocate for access to quality early childhood experiences, we have found that many families choose to enroll their children in faith-based programs with the expectation that during the non-state funded portion of the day, their children will receive religious instruction. In South Dakota, although some faith-based providers chose not to participate in the state-funded program, many of them, including the Catholic diocese, recognized that the state could fill the role they could not fill themselves as part of their belief in the power of preschool to improve child outcomes and the overall community.

Helping K-12

An early learning program that aligns with the K-12 system is key to ensuring that more children are going to school prepared and ready to learn. Early learning feeds into an educational pipeline, assisting with improving student outcomes in grades K-12.

Proposed Amendments for S.B. 1093 S.D. 2

- We support the amendment included in H.B. 862, H.D. 1, to include license-exempt child care programs as eligible providers in the School Readiness Program.
- We note that page 5, lines 13-15, may be unnecessary as the definition of at-risk children, who are specified as a priority group to be served by the programs, already includes children whose family income is "no more than two hundred fifty per cent of the federal poverty level" (HRS section 302L-1).

This is my highest priority. Please don't let 3,500 children go without early learning services in 2014 due to the 2014 change in kindergarten entry age mandated by the Legislature. Please don't let Hawaii be the last state to establish an early learning program to help ensure our children's success in life.

I urge you to support these bills. Thank you for the opportunity to testify. My staff are here to answer any questions you may have.

Summary of 2013 Legislation

The Governor's legislative package includes three bills that are specific to the development of an effective, high-quality early learning system for Hawaii's children. All of these bills are critical to the immediate and long-term plans of the Executive Office on Early Learning (EOEL).

- **Constitutional Amendment (S.B. 1084)**

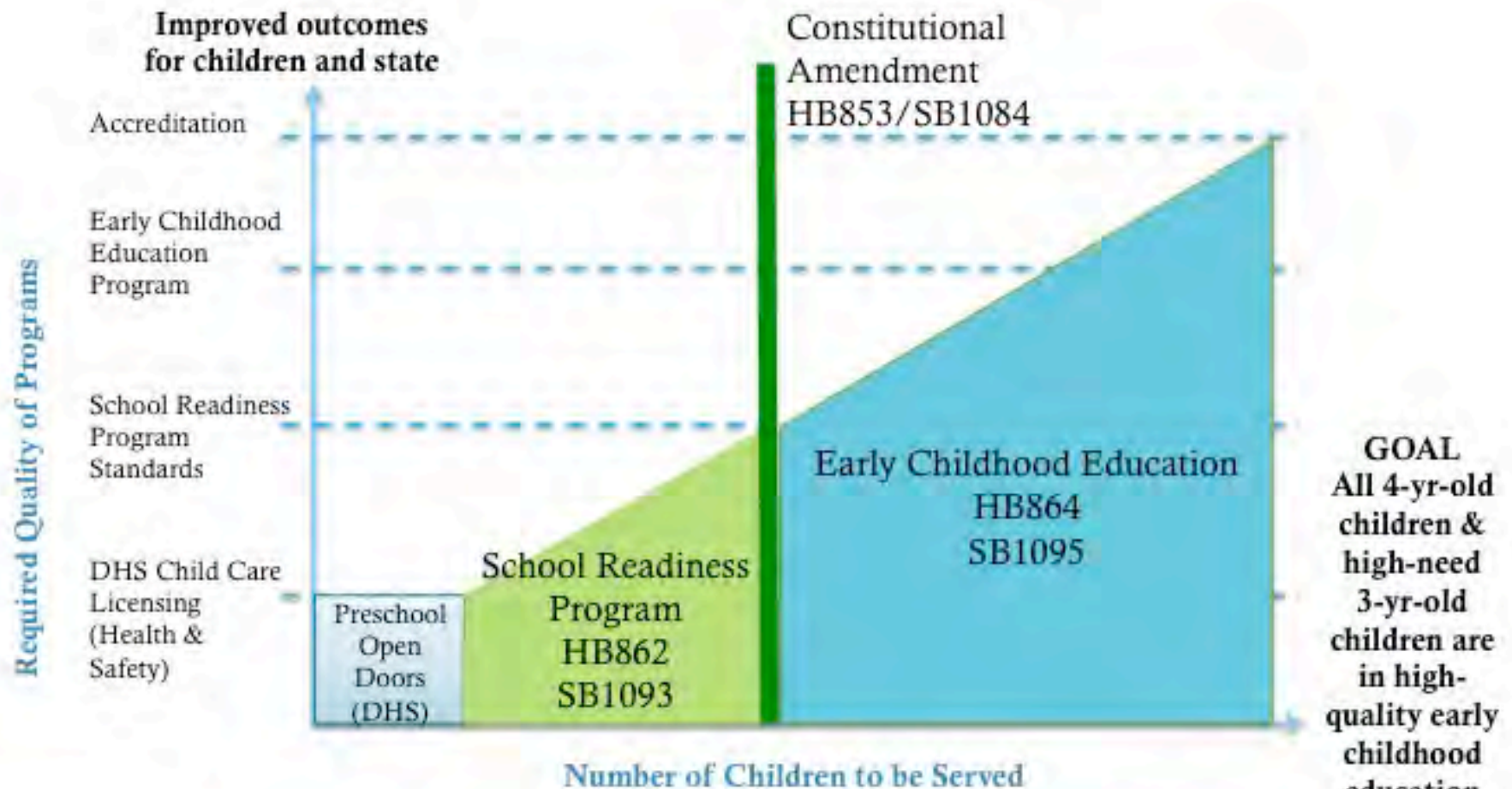
- We believe it is necessary to include the state's existing network of private preschools, which:
 - Make up the backbone of the state's preschool services (expertise and available capacity); and
 - Have a clear educational purpose (explicit educational goals and standards will result in the higher-quality services that will help us achieve the outcomes we need to make a difference for our keiki and our state).
- To do this, the Attorney General says a ConAm is required to address the State's prohibition on private preschools receiving public funds.
- Bill proposes a ConAm to allow public funds to be appropriated "for the support or benefit of private early childhood education programs as provided by law." The amendment is narrowly crafted to be specific to early childhood education programs, maintain the prohibition on vouchers for K-12 education, and allow the Legislature to retain control.
- Only when voters ratify the ConAm will we be able to implement the Early Childhood Education Program and develop an effective, high-quality early learning system.
- Once we realized the Constitutional roadblock to implementing the original plan, we added phases to the plan.

- **Phase 1 - Establishment of the School Readiness Program (S.B. 1093)**

- What can be implemented now, without a ConAm.
- Designed to serve about 3,500 late-born four-year-olds whose kindergarten entry will be delayed until the 2015-2016 school year due to the 2014 change in kindergarten entry age that was mandated by the Legislature.
- Delivered through contracts with DHS-licensed child care programs and DOE, that meet quality standards established by EOEL.
- Allows more children to be ready to learn on day one of kindergarten by focusing more on socialization skills.
- Establishes the infrastructure for the Early Childhood Education Program.
- Start date: Fall 2014.

- **Phase 2 - Establishment of the Early Childhood Education Program (S.B. 1095)**

- The large, full-scale program that can be implemented only with a ConAm.
- Serves more children: three- and four-year-old children, with priority for fours.
- Delivered through contracts with private early childhood education providers and DOE, that meet quality standards established by EOEL.
- Will help a child with social-emotional development but also intellectual development. Incorporates higher standards for curriculum, assessment, and teacher quality that can be aligned with 100% of the Hawaii Early Learning and Development Standards. Tied to educational outcomes. Still developmentally appropriate.
- Only under this program will we be able to hold participating providers accountable for educational outcomes, which is what is needed to help us achieve the outcomes we want for children.
- Because the focus is on education, the risk of it being challenged under the Constitution is high - there has been litigation in the past.
- Start date (assuming the ConAm is ratified): Fall 2016.



Timeline

Current –
FY14 ending
6/30/2014

Services to be provided via
contracts for FY15,
beginning 7/1/2014

Nov. 2014
election

Services to be provided via contracts
issued after the Constitutional
amendment

Budget

\$1.2M/yr.
for subsidies

FY14 \$3.5M for startup to support
programs & admin.
FY15 \$22.9M for direct services
(School Readiness) + \$6M to
support capacity building & admin

Future biennium budget
requests.

NEIL ABERCROMBIE
GOVERNOR



DAVID M. LOUIE
ATTORNEY GENERAL

RUSSELL A. SUZUKI
FIRST DEPUTY ATTORNEY GENERAL

STATE OF HAWAII
DEPARTMENT OF THE ATTORNEY GENERAL
425 QUEEN STREET
HONOLULU, HAWAII 96813
(808) 586-1500

February 12, 2013

The Honorable Neil Abercrombie
Governor of Hawai'i
Office of the Governor
State of Hawai'i
State Capitol
415 South Beretania Street
Honolulu, Hawai'i 96813

RE: Need for Amendment to State Constitution to Allow Use of Public Funds
for Private Early Childhood Education Programs

Dear Governor Abercrombie:

This responds to a request from your office to respond to an assertion made by a testifier at legislative hearings on the Administration's proposal seeking an amendment to article X, section 1 of the Hawai'i Constitution to permit the use of public funds to support or benefit early childhood programs as provided by law who proclaims that a constitutional amendment is not necessary.

As Governor, you have proclaimed that an early childhood education program deserves a preferred position in our hierarchy of values and is necessary in order for our children to develop to their fullest potential at the formative years of brain development. Through your efforts in 2012, the Legislature enacted Act 178 to establish the Executive Office on Early Learning (EOEL) within your office. As the EOEL began to develop its initiatives and programs which called for private-public partnership in the delivery of its programs, our office advised the EOEL that article X, section 1 of the Hawai'i Constitution, which provides, "nor shall public funds be appropriated for the support or benefit of any sectarian or nonsectarian private educational institution," poses an impediment to this initiative. With our advice, it was determined that a two-track strategy would be effected where legislation (H.B. No. 862 and S.B. 1093) would be proposed to immediately authorize a school readiness program within the early learning system which would focus on physical, cognitive, linguistic, social and emotional development, but will not provide any instructional services that supplant or duplicate the academic program of any public or private school. Because this program would not have a formal and structured academic component we advised that we would be able to defend that it does not violate article X, section 1. However, in order for the EOEL to develop and deliver an early childhood education program that would utilize private providers, H.B. 853 and its companion S.B. No. 1084 proposes the constitutional amendment to allow public funds to be used for private early

childhood education programs as provided by law and H.B. No. 864 and S.B. No. 1095 were proposed as implementing legislation. We advised that a constitutional amendment is necessary in order to obviate constitutional challenges of the use of public funds to pay private providers of early childhood education programs under the statewide early learning system currently being developed pursuant to chapter 302L, Hawaii Revised Statutes (Chapter 302L), entitled "Early Learning System."

THE ISSUE PRESENTED AND SHORT ANSWER

The issue presented is whether an amendment to article X, section 1, of the Hawai'i Constitution is necessary in order to permit the use of public funds to pay private providers of early education programs under the statewide early learning system. As previously communicated to your office, article X, section 1 prohibits the appropriation of public funds to support or benefit private educational institutions. Consequently, we advise that an amendment which carves out an exception allowing public monies to be appropriated for the support or benefit of private early childhood education programs is necessary.

BACKGROUND

With respect to the early education bills, and based on our belief that a constitutional amendment is necessary in order to allow the State to use public funds to pay private early childhood education providers, the administration package also contains bills seeking to amend article X, section 1, of the Hawai'i Constitution by carving out a narrow exception that would permit public funds to be used for early childhood education programs (S.B. No. 1084 and H.B. No. 853). Thus, the early education bills are contingent upon the passage of the constitutional amendment bills.

We believe a constitutional amendment is necessary in connection with the program advanced by the early education bills, but not with respect to the program under the school readiness bills. This is due to the differences in the programs. The school readiness program will prepare children for school by addressing their physical, cognitive, linguistic, social, and emotional development and will not provide any instructional services that supplant or duplicate the academic program of any public or private school. In contrast, the early childhood education program will address all of these needs, plus go the extra step of addressing children's educational needs as well. Specifically, the educational component of the early childhood education program will align with state content and performance standards for grades kindergarten to twelve to facilitate a seamless and high-quality educational experience for children. Thus, the early childhood education program will have an academic component, while the school readiness program will not. As will be explained more fully below, article X, section 1 applies to "private educational institutions," as opposed to institutions focusing on school readiness skills.

Both the school readiness and early childhood education programs are designed to be a public-private partnership. This means that the State intends to contract with both public and private providers under the programs.

Again, it is the early childhood education program that is at issue here. As noted, we believe a constitutional amendment is needed before the State can use public funds to contract with private providers of early childhood education programs.

DISCUSSION

Article X of the Hawai'i Constitution is entitled "Education." Article X, section 1 states as follows:

Section 1. The State shall provide for the establishment, support and control of a statewide system of public schools free from sectarian control, a state university, public libraries and such other educational institutions as may be deemed desirable, including physical facilities therefore. There shall be no discrimination in public educational institutions because of race, religion, sex or ancestry; **nor shall public funds be appropriated for the support or benefit of any sectarian or nonsectarian private educational institution**, except that special purpose revenue bonds authorized under section 12 of Article VII may be appropriated to finance or assist:

1. Not-for profit corporations that provide early childhood education and care facilities serving the general public; and
2. Not-for-profit private nonsectarian and sectarian elementary schools, secondary schools, colleges and universities. (Bold and underscore emphasis added).

The foregoing presents a clear constitutional prohibition on the use of public monies to support or benefit private educational institutions. What qualifies as a "private educational institution" is not defined in the Constitution, nor are we aware of any judicial interpretation of that phrase. While it is clear that private kindergarten to grade 12 programs fall within the definition based on the Spears v. Honda decision discussed below, it is less clear with respect to private preschools.

The question then is whether public funds can be used to pay for private providers needed to implement the early childhood education program. It is our understanding that the majority of these early childhood education providers will be private preschools. Thus, if private preschools and other early education providers are deemed to be "private educational institutions" as the phrase is used in article X, section 1, then a constitutional amendment of the type that is

currently before both houses of the Legislature is indeed required. Rather than delivering a program with the constant uncertainty that it may face a legal challenge that it violates article X, section 1, amending article X, section 1 to clearly permit the use of public funds to contract with private providers to deliver some of the early childhood education programs eliminates that legal challenge.

In interpreting a phrase in the Constitution, "[t]he general rule is that, if the words used in a constitutional provision ... are clear and unambiguous, they are to be construed as they are written[.]" Nelson v. Hawaiian Homes Commission, 127 Hawai'i 185, 197, 277 P.3d 279, 291 (2012) (internal quotation marks omitted) (quoting Spears v. Honda, 51 Haw. 1, 6, 449 P.2d 130, 134 (1968)). Furthermore, "[t]he words in a constitutional provision are also 'presumed to be used in their natural sense.'" Nelson, 127 Hawai'i at 198 (quoting Employees' Retirement System v. Ho, 44 Haw. 154, 159, 352 P.2d 861, 864 (1960)).

As far as we can tell, the phrase "private educational institution" is not defined in any dictionary. The first term of the phrase, "private," naturally means something other than a public or governmental program, institution, etc. The remaining terms of the phrase, "educational institution," is defined as "an institution dedicated to education," (see Webster-dictionary.org, dictionary.reference.com, thefreedictionary.com), or an "establishment dedicated to educating people" (see babylon.com). Thus, in the natural sense, the phrase "private educational institution" means a private institution (i.e., a non-public or non-governmental institution) that is dedicated to education. Although private preschools participating in the early childhood education program would appear to fit squarely within this natural interpretation of the phrase "private educational institution," this alone does not tell us whether the framers of the Constitution intended such an interpretation.

"In such a situation, we may look to the history of 'the times and the state of being when the constitutional provision was adopted.'" Nelson, 127 Hawai'i at 198 (quoting State v. Kahlbaun, 64 Haw. 197, 202, 638 P.2d 309, 315 (1981)). "In doing so, 'the object sought to be accomplished and the evils sought to be remedied should be kept in mind by the courts.'" Nelson, 127 Hawai'i at 198 (quoting Hawaii Gov't Employees' Ass'n v. County of Maui, 59 Haw. 65, 81, 576 P.2d 1029, 1039 (1978)). "In order to give effect to the intention of the framers and the people adopting a constitutional provision, an examination of the debates, proceedings and committee reports are useful." Nelson, 127 Hawai'i at 198 (quoting Kahlbaun, 64 Haw. at 204, 638 P.2d at 316).

The controlling authority in Hawai'i with respect to interpreting the framers' purpose or intent behind article X, section 1 of the Hawai'i Constitution is Spears v. Honda, 51 Haw. 1, 449 P.2d 130 (1968), in which the Hawai'i Supreme Court ruled unconstitutional two statutory provisions and an administrative rule which authorized subsidies to private and sectarian school students for bus transportation to and from school. The Spears court determined that the bus subsidies constituted "support or benefit" of private schools in violation of article IX of the

Hawai'i Constitution (article IX was later renumbered to article X during the Constitutional Convention of 1978).

At the outset of this discussion of Spears, we point out that the case is not directly on-point with our situation. First, Spears dealt with the interpretation of the phrase "support or benefit," which is not at issue here. In addition, the case dealt with the constitutionality of a public bus subsidy for private school students, grades kindergarten to grade 12. Notwithstanding this, the decision is highly instructive with respect to the framers' intent behind article X, which can assist us determine whether the phrase "educational institution" also includes private preschools that provide education to children.

In Spears, the need to ensure the success of public schools is expressed as the reason for article X, section 1's prohibition against the use of public funds to support and strengthen private schools. The Hawai'i Supreme Court found that "the intent of the framers of our Constitution regarding the nature of appropriations constituting 'support or benefit' to sectarian and private schools is clear from the proceedings of our Constitutional Convention of 1950[.]" Spears, 51 Haw. at 7. The court noted that the Committee on Education's report presenting article IX to the Committee of the Whole was "permeated with a strong recognition of the importance and unique function of public education in a democratic state, as compared with nonpublic education." Id.¹ The court further noted that the Committee on Education had indicated it was "acting in accordance with the will of the electorate of Hawai'i in placing major emphasis on public education through a separate article on that subject in the Constitution rather than tacking or telescoping it into the article on general welfare." Id. The court believed that the emphasis on public education could be:

[L]argely attributed to the fact that, at that time, nonpublic schools in this jurisdiction were considered better able to provide education than public schools, although the latter had shouldered the burden of educating the bulk of the populace and of assimilating vast numbers of offspring or immigrants into the mainstream of American life, despite somewhat shabby treatment by the legislature.

Spears, 51 Haw. at 7. The court pointed out that "[t]he gap in the quality of education provided by public schools and the quality of education provided by private schools" was still apparent at the time of its decision in Spears. Id. at 7, n. 5.

The Spears court determined that any use of public monies resulting in the building-up or strengthening of a private school is prohibited by Article X. The court explained:

¹ Citing Standing Committee Report No. 52, The Proceedings of the Constitutional Convention Hawaii, Vol. I, 201-206 (1950).

The mechanics of the bus subsidy program at issue indicate that the fears of the framers were well-founded. The subsidy does 'build up, strengthen and make successful' the nonpublic schools. ... Also, ... the subsidy induces attendance at nonpublic schools, where the children are exposed to a curriculum that, in many cases, if not generally, promotes the special interests and biases of the nonpublic group that controls the school. Finally, to the extent that the State pays out funds to carriers owned by the nonpublic schools or agents thereof, the State is giving tangible 'support and benefit' to such schools.

Id. at 12-13.

The Spears court concluded that the bus subsidy violated article X and could not be lawfully reinstated unless the Constitution was amended.

As pointed out by the discussion of the historical bases of our Constitution, this state has tied its own hands regarding appropriations for the 'support or benefit' of nonpublic schools. ... [W]here the Legislature has not been granted the power by the people, under the State Constitution, to pass certain legislation, it cannot validly pass such legislation. Rather, the Legislature must return to the people to ask them to decide whether their State Constitution should be amended to grant the Legislature the power that it seeks[.]

Having decided that the Hawaii Constitution ties the hands of the Legislature and prohibits it from making any appropriation aiding a sectarian or private school, including subsidies for bus transportation, we are compelled to conclude that [the bus subsidy law] violate[s] Article IX, Section 1, to the extent that they authorize appropriations to sectarian and private schools.

Id. at 15 (bracketed language added).

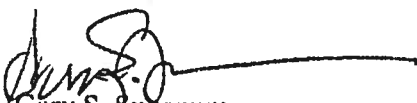
CONCLUSION:

It is clear from the Spears decision that the Hawai'i Supreme Court has determined that the framers' intent behind article X, section 1 was to create a broad prohibition on the use of public monies to benefit or support private schools. Indeed, using public monies merely to subsidize the cost for bus transportation to and from private schools was determined to be prohibited because it would have the effect of building-up, strengthening and making the private schools successful as against the public schools.

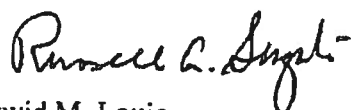
The Honorable Neil Abercrombie
February 12, 2013
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Under this reasoning, we believe article X, section 1 of the Hawai'i Constitution prohibits the use of public funds to pay for private early childhood education programs. As noted above, it is anticipated that the majority of the participating private early childhood education programs will be private preschools. Such private programs would be in direct competition with those public schools that currently have preschool, pre-kindergarten, or junior kindergarten programs.² Using public monies to help build-up and strengthen such private preschools to the detriment of public preschool programs is precisely what the framers intended to prevent. Moreover, public monies going to private preschools that are attached to, or affiliated with, a private K-12 program, could also be deemed to be benefit or support of the attached private K-12 programs. Consequently, we believe an amendment to article X, section 1 of the Hawai'i Constitution carving out an exception to permit the use of public funds to pay private providers of early education programs under the statewide early learning system would be needed in order to use public funds to pay for these private providers. Should you have questions, please feel free to contact us.

Very truly yours,


Gary S. Sugauma
Deputy Attorney General

APPROVED:


David M. Louie
Attorney General

² Although recently enacted law will repeal junior kindergarten starting in the 2014-2015 school year, there is nothing preventing the legislature from either extending junior kindergarten beyond the current repeal date, or to reinstate the program at some time in the future.



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

House Committee on Education
Representative Roy M. Takumi, Chairperson
Representative Takashi Ohno, Vice Chairperson

Wednesday, March 13, 2013
2:00 p.m.
Hawai'i State Capitol, Room 309

Testimony of Don G. Horner, Chairperson

Testimony in SUPPORT of the INTENT of SB 1093 SD 2, Relating to School Readiness.

Thank you for the opportunity to submit testimony. The Board of Education supports early childhood education as we recognize the importance of establishing a quality early learning system which supports the future success of Hawaii's children.

Thank you for the opportunity to provide testimony in support of SB 1093 SD 2.



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

Date: 03/13/2013

Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 1093,SD2 RELATING TO SCHOOL READINESS

Purpose of Bill: Establishes the school readiness program within the early learning system. Effective 07/01/2050. (SD2)

Department's Position:

The Department of Education (Department) supports SB 1093,SD2. The Department recognizes the importance of establishing a quality early learning system to support all children toward a college- and career-ready future in Hawaii.

Hawaii's School Readiness Program will offer children statewide access to quality early learning opportunities. The Department is poised to work with the Executive Office on Early Learning in their efforts to promote school readiness initiatives to prepare Hawaii's young children physically, cognitively, linguistically, socially, and emotionally the year before they enter public school kindergarten.

The Department also supports effective school readiness activities for incoming kindergarten students that do not adversely impact the fiscal priorities set forth in the Department's budget.

NEIL ABERCROMBIE
GOVERNOR



BARBARA A. KRIEG
DIRECTOR

LEILA A. KAGAWA
DEPUTY DIRECTOR

STATE OF HAWAII
DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT
235 S. BERETANIA STREET
HONOLULU, HAWAII 96813-2437

March 12, 2013

TESTIMONY TO THE
HOUSE COMMITTEE ON EDUCATION

For Hearing on Wednesday, March 13, 2013
2:00 p.m., Conference Room 309

BY

BARBARA A. KRIEG
DIRECTOR

Senate Bill No. 1093 Senate Draft 2
Relating to School Readiness

WRITTEN TESTIMONY ONLY

TO CHAIRPERSON ROY M. TAKUMI AND MEMBERS OF THE COMMITTEE:

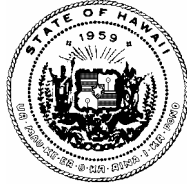
Thank you for the opportunity to provide testimony on S.B. 1093 S.D. 2. The measure establishes a statewide school readiness program consisting of providers of school readiness services to assist families in preparing their children for success in school.

The Department of Human Resources Development strongly supports this bill. We believe the proposed measure will help ensure our keiki are ready for a productive education career and in turn this will lead to a stronger workforce for the State of Hawai'i.

Keiki who have access to school readiness services are better prepared for their continuing education and have a lower incarceration rate. Both of these achievements

will help maximize the quality of our future workforce, whether with the State of Hawai'i or in the private sector.

Thank you for the opportunity to provide testimony in strong support on S.B. 1093 S.D. 2.



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

March 13, 2013

MEMORANDUM

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

FROM: Patricia McManaman, Director

SUBJECT: **S.B. 1093, S.D.2 - RELATING TO SCHOOL READINESS**

Hearing: Wednesday, March 13, 2013; 2:00 p.m.
Conference Room 309, State Capitol

PURPOSE: The purpose of S.B. 1093, S.D.2, is to establish a statewide school readiness program consisting of providers of school readiness services to assist families in preparing their children for success in school. The statewide school readiness program will be administered by the Executive Office on Early Learning and is a major component of the early learning system established pursuant to section 302L-2, Hawaii Revised Statutes. Excepts the Executive Office on Early Learning and its programs from the purview of the Board of Education and Department of Education.

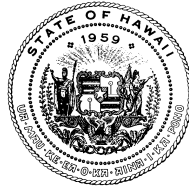
DEPARTMENT'S POSITION: The Department of Human Services (DHS) supports this Administration bill. Many of the families of late-born children affected by the change in kindergarten entry age in the 2014-2015 school year will be forced to find child care arrangements for an additional year. Without the implementation of the School Readiness Program, these displaced children may not attend preschool in this

extra year prior to kindergarten entry. Many working families are not able to afford the cost of preschool for an additional year as they struggle to make ends meet in Hawaii, one of the highest cost of living states in the nation.

The proposed School Readiness Program would provide services on a sliding fee scale to eligible children and establish program requirements to ensure participating programs' curricula will be aligned with the Department of Education's Common Core Standards. The program standards the School Readiness Program will develop high minimum licensing standards, including higher staff qualifications and lower staff to child ratios, and provide families and children access to quality programs. The School Readiness Program would also provide participating preschool programs with opportunities for support and resources to continuously improve their program standards and opportunities for staff professional development.

The Executive Office on Early Learning plans to work with public and private partners in building capacity within the State's existing preschool programs. There are also plans being considered for the future to increase the number of preschool seats available through the expansion of the Pre-Plus program with more programs on Department of Education campuses.

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



STATE OF HAWAII
DEPARTMENT OF HEALTH
P.O. Box 3378
HONOLULU, HAWAII 96801-3378

In reply, please refer to:
File:

House Committee on Education

S.B.1093 S.D.2, Relating to School Readiness

Testimony of Loretta J. Fuddy, A.C.S.W., M.P.H.
Director of Health

March 13, 2013

1 **Department's Position:** The Department of Health supports this bill provided that its passage does not
2 replace or adversely impact priorities indicated in our Executive Biennium Budget.

3 **Fiscal Implications:** None to the Department of Health.

4 **Purpose and Justification:** The purpose of this measure is to develop a statewide school readiness
5 program that will be administered by the Executive Office on Early Learning to assist families in
6 preparing their children for success in school. The Department of Health (DOH) believes that the
7 foundation for school readiness is in the health and development of children including the core
8 capabilities such as motor, cognitive, and social skills. DOH believes that early childhood development
9 begins prenatally with the care of the mother and the responsive families and communities in which
10 children grow and develop and that children need the continuum of support to achieve their optimal
11 development

12 The DOH supports the Executive Office on Early Learning's School Readiness Program as it
13 will help efforts to improve the comprehensive early childhood system in Hawaii. We look forward to
14 working with the Executive Office on Early Learning to ensure that this is a program that supports
15 children and families throughout the state.

16 Thank you for the opportunity to testify on this measure.



STATE OF HAWAII
DEPARTMENT OF PUBLIC SAFETY

919 Ala Moana Boulevard, 4th Floor
Honolulu, Hawaii 96814

TED SAKAI
DIRECTOR

Martha Torney
Deputy Director
Administration

Max Otani
Deputy Director
Corrections

Keith Kamita
Deputy Director
Law Enforcement

COMMENTS ON SENATE BILL (SB) 1093, SENATE DRAFT (SD) 2
RELATING TO
SCHOOL READINESS

by
Ted Sakai, Director
Department of Public Safety

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

Wednesday, March 13, 2013; 2:00 p.m.
State Capitol, Conference Room 309

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

The Department of Public Safety (PSD) is in **support** of SB1093, SD2, the Governor's Initiative which establishes the school readiness program within the early learning system.

The link between school readiness and success in school is indisputable. The State must expend efforts to promote school readiness, especially in light of its expectation that kindergarten students master the grade-level common core state standards to develop the academic competencies and habits of mind necessary for college and career success.

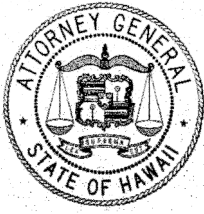
Research shows that a child who is not ready for kindergarten is more likely to end up in the criminal justice system as an adult.

Every year PSD submits a report to the U.S. National Reporting System regarding the Educational Functioning Level of incarcerated offenders voluntarily receiving educational services testing. In FY 2012, the report reflected 568 offenders (21%) functioning at an educational level of third grade or less (Adult Basic Education I), 858 (32 %) at fourth to fifth grade level (Adult Basic Education II), 508 (19%) at six to eighth

grade level (Adult Basic Education III), 391 (15%) at eight to tenth grade level (Adult Basic Education IV), and 322 (12%) at tenth grade or higher functioning level.

We strongly recommend that the State establish a readiness program consisting of providers of school readiness services to assist families in preparing their children for success in school and productive future careers that would provide them better opportunities to steer clear of negative social indicators, such as criminality and repeated incarceration.

Thank you for the opportunity to present this testimony.



**TESTIMONY OF
THE DEPARTMENT OF THE ATTORNEY GENERAL
TWENTY-SEVENTH LEGISLATURE, 2013**

ON THE FOLLOWING MEASURE:

S.B. NO. 1093, S.D. 2, RELATING TO SCHOOL READINESS.

BEFORE THE:

HOUSE COMMITTEE ON EDUCATION

DATE: Wednesday, March 13, 2013 **TIME:** 2:00 p.m.

LOCATION: State Capitol, Room 309

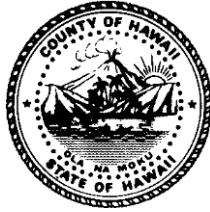
TESTIFIER(S): Russell A. Suzuki, First Deputy Attorney General, or
Gary S. Sugauma, Deputy Attorney General

Chair Takumi and Members of the Committee:

The Department of the Attorney General supports this bill.

This bill seeks to establish a statewide school readiness program to assist families in preparing their children for success in school. The school readiness program, which would address children's physical, cognitive, linguistic, social, and emotional development, is just the first step towards the Governor's broader goal of a statewide early childhood education program for all children in the State. This investment will not only help our children to realize their full potential, but will also benefit the communities in which they live.

William P. Kenoi
Mayor



Walter K.M. Lau
Managing Director

Randall M. Kurohara
Deputy Managing Director

County of Hawai'i Office of the Mayor

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March 13, 2013

The Honorable Roy M. Takumi, Chair
and Members of the House Committee on Education
Hawai'i State Capitol
415 South Beretania Street, Room 309
Honolulu, Hawai'i 96813

RE: Senate Bill 1093, SD2, RELATING TO EARLY CHILDHOOD EDUCATION

Aloha, Chair Takumi and Committee Members:

Thank you for this opportunity to offer our support for Senate Bill 1093, SD2, which would establish an early childhood education program to be administered by the Executive Office on Early Learning.

This effort will support student readiness by establishing the foundation for a more comprehensive system to prepare Hawai'i's four-year-old children for kindergarten. There is ample evidence that high-quality early education yields important educational benefits to our keiki as they begin elementary school.

SB 1093 SD2 represents an investment in our children, our families and our service providers. Special priority will be given to underserved and at-risk children. We support this effort to provide choices for parents, and to offer assistance to the families of middle income "gap group" four-year-olds.

This important initiative also positions Hawai'i to benefit from federal support that may become available as a result of federal efforts to provide high-quality preschool for low- and middle-income families.

Mahalo for your consideration.

Aloha,

William P. Kenoi
MAYOR

DEPARTMENT OF THE PROSECUTING ATTORNEY
CITY AND COUNTY OF HONOLULU

ALII PLACE
1060 RICHARDS STREET • HONOLULU, HAWAII 96813
PHONE: (808) 547-7400 • FAX: (808) 547-7515

KEITH M. KANESHIRO
PROSECUTING ATTORNEY

ARMINA A. CHING
FIRST DEPUTY PROSECUTING ATTORNEY



**THE HONORABLE ROY M. TAKUMI, CHAIR
HOUSE COMMITTEE ON WAYS AND EDUCATION
Twenty-Seventh State Legislature
Regular Session of 2013
State of Hawai'i**

March 13, 2013

RE: S.B. 1084, S.D. 1; PROPOSING AN AMENDMENT TO ARTICLE X, SECTION 1, OF THE HAWAII STATE CONSTITUTION TO PERMIT THE APPROPRIATION OF PUBLIC FUNDS FOR PRIVATE EARLY CHILDHOOD EDUCATION PROGRAMS.

RE: S.B. 1093, S.D. 2; RELATING TO SCHOOL READINESS.

RE: S.B. 1095, S.D. 2; RELATING TO EARLY CHILDHOOD EDUCATION.

Chair Takumi, Vice Chair Ohno and members of the House Committee on Education, the Department of the Prosecuting Attorney of the City and County of Honolulu ("Department") submits the following testimony in support of S.B. 1084, S.D. 1; S.B. 1093, S.D. 2; and S.B. 1095, S.D. 2.

These measures establish public early childhood education programs and supports private early childhood education programs as well.

While the Department's primary role is to prosecute juvenile and criminal cases within the justice system, our overarching focus is on public safety for the community, and that starts with prevention and education. As such, the Department strongly supports the development and implementation of early childhood education programs in Hawaii.

According to the HighScope Perry Preschool study that was conducted over 4 decades by the late David P. Weikart, founder of the HighScope Educational Research Foundation; Larry Schweinhart, HighScope's current president; and their colleagues, the effects of high-quality early care and education on low-income three- and four-year-olds shows that adults at age 40 who participated in a preschool program in their early years have higher earnings, are more likely to hold a job, have committed fewer crimes, and are more likely to have graduated from high school.

Overall, the study documented a return to society of more than \$16 for every tax dollar invested in the early care and education program.

One of the reviewers of the study, Nobel-Prize-winning University of Chicago economist James J. Heckman, said, "This report substantially bolsters the case for early interventions in disadvantaged populations. More than 35 years after they received an enriched preschool program, the Perry Preschool participants achieve much greater success in social and economic life than their counterparts who are randomly denied treatment."

Among the study's major findings in the crime prevention areas are:

- The group who received high-quality early education had significantly fewer arrests than the non-program group (36% vs. 55% arrested five times or more); and
- Significantly fewer members of the group who received high-quality early care than the non-program group were ever arrested for violent crimes (32% vs. 48%), property crimes (36% vs. 58%), or drug crimes (14% vs. 34%).

For the foregoing reasons, the Department of the Prosecuting Attorney of the City and County of Honolulu strongly supports S.B. 1084, S.D. 1; S.B. 1093, S.D. 2; and S.B. 1095, S.D. 2 . Thank you for the opportunity to testify on this matter.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony presented before the
House Committee on Education
March 13, 2013 at 2:00 p.m.

By Linda K. Johnsrud

Executive Vice President for Academic Affairs & Provost, University of Hawai'i System

SB 1093 SD2 – RELATING TO SCHOOL READINESS

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

The University of Hawai'i strongly supports SB 1093 SD2 that establishes the School Readiness Program within the State's Early Learning System. The goal is to assist families in preparing their children to succeed in school by providing access to services, prioritizing four-year-old children not eligible to attend public kindergarten and underserved or at-risk children.

Numerous studies have shown the link between children's readiness to enter school and subsequent school success. Programs that develop a child's cognitive, emotional, linguistic, social and physical readiness develop capacity for doing well in kindergarten and beyond. Furthermore, there is evidence that quality early childhood care that promotes readiness for school has longer-term effects on later achievement and adult outcomes. This has enormous social and economic implications for our community and the quality of life in Hawai'i.

The University of Hawai'i is an active member of the Early Learning Advisory Board, and before that, the Early Learning Council. We recognize that it is critical that the earliest foundations for citizenship, career and college readiness are first established in our youngest children through programs that support their initial readiness for school. We therefore urge your support for SB 1093 SD2.

Thank you for the opportunity to testify.

Testimony Presented Before the
House Committee on Education
March 13, 2013 at 2:00p
Conference Room 309

By

Dr. Keiki Kawai'ae'a
Director, Ka Haka 'Ula O Ke'elikōlani College
University of Hawai'i at Hilo

**RE: SB 1095 SD2, SB 1093 SD2
Support IF AMENDED FOR HAWAIIAN LANGUAGE MEDIUM**

Aloha Chair, Representative Takumi, Vice-Chair, Representative Takashi Ohno and members of the House Committee on Education:

I am Dr. Keiki Kawai'ae'a, founder of the Kahuawaiola Indigenous Teacher Education Program at UH-Hilo and Director of Ka Haka 'Ula O Ke'elikōlani College. Through its many programs, outreach efforts and partnerships Ka Haka 'Ula O Ke'elikōlani College focuses on a full P-20 system of education called ho'ona'auao maui ola Hawai'i. I write to strongly urge you to amend SB 1095 SD 2 and SB 1093 SD 2 in specific amendments submitted by 'Aha Pūnana Leo that address (1) Hawai'i's two official languages; and (2) quality standards through our laboratory school program of Ka Haka 'Ula O Ke'elikōlani College.

The 'Aha Pūnana Leo is the sole statewide provider of Hawaiian language medium pre-schooling. The children from Pūnana Leo preschools feed into the statewide system of schools taught through Hawaiian serving over 2,200 children statewide this year. The Pūnana Leo receives no source of support for the distinctive needs of preschool education through Hawaiian other than our college. On the other hand, English medium preschools have a wide range of support available from entities in Hawai'i and elsewhere.

In 1987 the State Legislature mandated that a Hawaiian language college be established at UH-Hilo. Since then our college has become the most developed P-20 program in an indigenous language in the United States. The amendments suggested by the 'Aha Pūnana Leo will assure the state of high quality preschools through Hawaiian and allow for us to further develop already strong ties with major universities and indigenous education efforts throughout the world.

We have always worked closely with the 'Aha Pūnana Leo, and have incorporated the statewide Pūnana Leo preschool system of 11 sites into our state mandated laboratory school system. The only other preschool through Hawaiian in the state is one currently funded through a limited duration federal grant at another Hawaiian language laboratory school of our college.

The amendments provided by the 'Aha Pūnana Leo are consistent with existing state and federal legislation that provide for different policies for education through Hawaiian and other Native American languages. They are also consistent with efforts by tribal groups in other states to seek assistance from the faculty of our college in assuring high quality education through Native American languages when the individual states in which they live lack standards, training programs, and assessments designed for their specific languages. The laboratory program of Ka Haka 'Ula has assisted schools teaching through the Navajo, Ojibwe and Blackfeet languages among others as well as Hawaiian.

As Hawaiian is an official language of the state of Hawai'i, it is crucial that our state recognize this special need and provide a distinctive pathway to assure quality early childhood education through Hawaiian. As an educator, a parent and now a grandparent of Hawaiian speaking children, and for the new generations of Hawaiian speaking children, I kindly ask for your support with the amended changes to SB 1095 SD2, SB 1093 SD 2.

Mahalo ka ho'olohe 'ana mai.



Testimony Presented to the
House Committee on Education

Wednesday, March 13, 2013 2:00 pm

by
Chaminade University of Honolulu Education Dean
Dr, Joe Peters

**SB 1093 SD2
Relating to School Readiness**

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

Thank you for the opportunity to provide testimony in **support** of **SB 1093 SD2** establishing a School Readiness Program in the early learning system.

The Education Division at Chaminade University of Honolulu is in full support of **SB 1093 SD2** establishing a School Readiness Program in the early learning system. As a member of the Teacher Education Coordinating Committee, we also support the following joint position statement.

TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

POSITION STATEMENT ON

COMMITTING TO EARLY CHILDHOOD EDUCATION

It is time for the State of Hawai'i to commit funding for early childhood education. Hawai'i is one of only 11 states without state-funded preschool. Yet the research is clear that laying a strong foundation for our youth through high quality preschool programs will result in productive and capable citizens. A recent study in Hawai'i found that every \$1 invested in early education returns \$4.20 in future social program savings. We have spent years studying the issues. We know what the right thing to do is. Now is the time to do it.

The newly established Executive Office of Early Learning in the Governor's Office is recommending a course for early learning that is revolutionary. The proposed Early Learning Program has a developmentally appropriate focus on the whole child, bringing education, social services, and health together to increase child success.

Unlike older children or adults, young children need comprehensive, multi-dimensional services that exist on a continuum—from birth to at least 8 years of age—so that they can accomplish the tasks of development and learning important in the early years and are fully prepared for further learning in elementary, middle and high schools, postsecondary education and beyond.

The TECC supports the overarching principles of the proposed program. Affordable access to high quality early learning programs must be available to all children, regardless of socio-economic status, race or geographic location. Families must be engaged in the learning of their keiki and participate in the financing of the program; the plan must embrace public and private providers.

Research has shown that young children achieve better learning outcomes when they have teachers and caregivers with specialized preparation and on-going professional development in early childhood education. The TECC is committed to supporting the preparation, professional development, credentialing and licensing of early childhood professionals in a state-supported preschool system. We firmly believe that standards for professionals should remain high and that every child deserves a high-quality early learning setting. TECC members have programs in place and the capacity to address emerging State needs as the Legislature and institutions commit to universal early childhood education. Moreover, we support the Program’s plan to provide joint professional development and assistance to early childhood providers and educators in this public-private partnership.

We all need to pull together and support early education for all of Hawai‘i’s keiki. We ask that this year’s legislature support early childhood education by funding preschool for all four-year-olds beginning in 2014.

About the TECC

The Teacher Education Coordinating Committee (TECC) is a statewide advisory committee created in HRS 304A-1202. Its membership consists of representatives of every institution of higher education that prepares teachers for the State’s schools, the Hawai‘i Department of Education, and the Hawai‘i Teacher Standards Board. In its monthly meeting, the TECC identifies, studies, acts, and makes recommendations on matters of education of common interest to the Hawai‘i State Department of Education.

Thank you for the opportunity to provide testimony.





COMMUNITY CHILDREN'S COUNCIL OF HAWAII
1177 Alakea Street • B-100 • Honolulu • HI • 96813
TEL: (808) 586-5363 • TOLL FREE: 1-800-437-8641 • FAX: (808) 586-5366

March 8, 2012

Representative Takumi
Chair of the Education Committee – State Capitol

RE: SB1093, SD2 – RELATING TO SCHOOL READINESS
Establishes the School Readiness Program within the early learning system.

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

The CCCs **supports** SB1093, SD2 that establishes a statewide school readiness program.

The CCCs have maintained that *all* children benefit from early intervention and this is especially true in the case with children who have special needs. Research has repeatedly shown that early intervention rates of children who are able to mainstream into Kindergarten are much higher of those who receive early intervention than those who did not receive services. The Academy of Pediatric recommends diagnostic tools that can be used to diagnose children early to receive early intervention.

The CCCs support preparing all children for success in school through the establishment of a statewide readiness program, which consist of providers assisting families.

The 17 Community Children's Councils (CCCs) are community-based bodies comprised of parents, professionals in both public and private agencies and other interested persons who are concerned with specialized services provided to Hawaii's students. Membership is diverse, voluntary and advisory in nature. The CCCs are in rural and urban communities organized around the Complexes in the Department of Education.

Thank you for considering our testimony,
Tom Smith, Co-Chair

Jessica Wong-Sumida, Co-Chair

(Original signatures are on file with the CCCO)



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Hawaiian Voyaging Science

Niulahiki

Hawaiian Language Online

Pāpaho

Hawaiian Media

Lā Ho'olohe Pila (Hearing Date/Time): Wednesday, March 13, 2013
2:00p
Lumi hālāwai (Meeting Room) Conference Room 309
Kōmike (Committee) House Committee on Education

Pila (Bill) SB1093,SD2 & SB1095,SD2
Kumu (Purpose): RELATING TO SCHOOL READINESS & RELATING TO
EARLY CHILDHOOD EDUCATION

Mana'o (Position): **KĀKO'O ME NĀ LOLI (SUPPORT WITH AMENDMENTS)**

Aloha Chair, Roy Takumi and Vice-Chair, Takashi Ohno and members of the House Committee on Education

'O au 'o 'Ekekela Aiona, ka Luna Ho'okele o ka 'Aha Pūnana Leo.
My name is 'Ekekela Aiona, Executive Director, 'Aha Pūnana Leo.

Mahalo for giving me the opportunity to testify. The 'Aha Pūnana Leo supports the intent and purpose of these initiatives. We believe the state's initiative to create an early learning system must clarify the state's context for early learning that is available in either of the state's two official languages. I provide (attached) the **specific amendments** needed to support Hawaiian medium early learning. The amendments are identical for SB1093 SD2 and SB1095 SD2.

The 'Aha Pūnana Leo is the only statewide provider of early education and care through the medium of Hawaiian. Our preschools are connected to a statewide P-20 (preschool through doctorate) Hawaiian Medium Education system. Pūnana Leo keiki are prepared to enter kindergarten taught through Hawaiian. Several provisions of the state constitution as well as federal legislation call for special attention to the unique needs of teaching through Hawaiian. The state has been involved in developing quality education through Hawaiian since 1997, when the legislature established the Hawaiian language college with a mandate to serve education through Hawaiian with a laboratory school program. HRS 304A-1301 establishes the Hawaiian language college and a laboratory school program as a function of the college. The Pūnana Leo schools function as laboratory schools of the college and receive specialized training, professional development, curriculum and Hawaiian language support that is unavailable from the mainstream English preschool system.

These amendments

1. are necessary in moving towards a more complete equitable early learning system in a state with two official languages
2. are relevant to the State of Hawai'i's context for early learning
3. remove barriers to participation in the state's initiatives for Hawaiian medium preschools, which lack access to resources and support easily accessible to mainstream national preschool community.
4. will ensure that the unique linguistic advantages of an education through the medium of Hawaiian are realized.

Thank you for the opportunity to submit testimony.

Mahalo nui

M. 'Ekekela Aiona
E O I a K a ' Ō l e l o H a w a i i

'Aha Pūnana Leo seeks amendments to state initiatives on (1) School Readiness and (2) Early Childhood Education Program

Amendments are identical for both SB1093 SD2 and SB1095 SD2

| SECTION 2. Chapter 302L | Amendments | Rationale |
|--|--|--|
| <p>Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:</p> <p>302L- (School readiness program & Early childhood education program) (a) (1)</p> <p><u>Prepare children for school;</u></p> | <p>302L (a) (1)</p> <p><u>Prepare children for school through the medium of either of the two official languages of the state</u></p> | <ul style="list-style-type: none"> •Hawai'i Constitution Official Languages Article XV Section 4. •'Aha Pūnana Leo established in 1983 E Ola Ka 'Ōlelo Hawai'i_the Hawaiian language shall live. •Hawaiian language is medium of instruction. • 'Aha Pūnana Leo is the only Hawaiian medium education (HME) statewide provider serving 250 keiki, 11 months, full day at 11 centers on Hawai'i, Maui, Moloka'i, O'ahu and Kaua'i. •Hawai'i is a national and international leader, and has the most successful model of endangered, indigenous language revitalization. •These amendments are relevant to the State of Hawai'i's Context for Early Learning |
| <p>SB1093 SD2 School readiness 302L-(c) <u>The office may contract with eligible providers of school readiness services to increase the capacity of the program to provide school readiness services. Eligible providers shall:</u></p> <p><u>(2) Meet program standards established by rule, which shall include qualifications for staff who work with children and data collection regarding participating children. The office may provide support to providers to meet these standards.</u></p> | <p><u>Eligible providers using the English language shall</u></p> <p><u>Add (3) Eligible providers using the Hawaiian language shall be required to meet the same health and safety requirements as providers using the English language, but shall be exempt from any other requirement for which they are receiving services as a laboratory school of the state Hawaiian language college</u></p> | <p>Language Matters. The National Academy of Sciences research on the Role of Language reveals that characteristics of a speaker's language influence the quantitative skills of the child. Languages also differ in important ways in the clarity and consistency reflected in actual number names. The study found that speakers of languages whose number names are patterned after Chinese (like Hawaiian) are better able than speakers of English to represent numbers using base ten blocks and to perform other place value tasks.</p> <p>In addition to the advantage in the way Hawaiian represents mathematical concepts, the role of language also influences the rate of early reading acquisition. Hawaiian language has its advantages in its syllabic system of early reading. These are advantages of learning through Hawaiian language and for which distinct standards be adopted in the Early Education program. <i>Mathematics Learning in Early Childhood: Paths Towards Excellence and Equity; National Academy of Sciences.</i></p> |

| | | |
|--|--|--|
| <p>SB1095 SD2 Early Childhood Education 302L <u>(c) The office may contract with eligible providers of early childhood education to increase the capacity of the program to provide high-quality early childhood education to children across the State. Eligible providers shall meet, or develop plans to meet, the standards established under the program pursuant to rule. The office may provide support to providers to meet these standards.</u></p> | <p>302L- (c)</p> <p><u>Eligible providers using the English language shall meet, or develop plans to meet, the standards established under the program pursuant to rule.</u></p> <p>Add (d) <u>Eligible providers using the Hawaiian language shall be required to meet the same health and safety requirements as providers using the English language, but shall be exempt from any other requirement for which they are receiving services as a laboratory school of the state Hawaiian language college.</u></p> | <p>The 'Aha Pūnana Leo preschools are laboratory schools of the state's Hawaiian Language College at the University of Hawai'i at Hilo. As such, 'APL has been working with the college in teacher recruitment, curriculum development, teacher training and professional development. The ECE framework for the state's early education initiative is geared towards English language preschools. Policies that require participation based in the English language potentially disenfranchises Hawaiian speaking children and families and is harmful to the goal of Pūnana Leo which is the protection, promotion and revitalization of Hawaiian. This amendment will provide a safe harbor for HME to participate as provider while working towards building capacity of a workforce and moving closer towards a more complete equitable early learning system in a state with two official languages.</p> |
|--|--|--|

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Kauai United Way

Testimony on SB 1093 **Establishment of the School
Readiness Program**

House Committee on Education

Wednesday, March 13, 2013, State Capitol, Room 309, 2:00 p.m.

Dear Chair Rep. Roy M. Takumi, Vice-Chair Rep. Takashi Ohno and Committee members,

I am Howard S. Garval, President and Chief Executive Officer of Child & Family Service, Hawaii's oldest human services nonprofit organization whose mission is **strengthening families and fostering the healthy development of children.**

I am writing in support of SB 1093 that ensures that 5,100 children who are a gap group that will not be eligible for kindergarten by 2014 (when children must turn 5 years old by July 31st to be eligible) will be able to attend a quality pre-school either run by the DOE or DHS licensed child care providers that meet minimum quality standards.

With the planned phase-out of Junior Kindergarten by 2014, it is important that we truly don't leave these children behind.

The best investment we can make in our community is on the front end; i.e. from birth to five so that children enter school safe, healthy and ready to learn. The Governor's appointment of an Early Childhood Coordinator was an important step in this direction and establishing an Executive Office on Early Learning was also an important next step that will ensure that services for young children are coordinated across state departments.

The science of brain development and the economic ROI of \$4.20 return for every \$1 invested in early childhood are well documented. Hawaii is one of only 11 states without a state funded pre-school. It is time that Hawaii becomes a leader in taking care of our keiki and ensuring that they get off to the right start being safe, healthy and ready to learn when they enter kindergarten. This bill along with other measures proposed in this legislative session will help Hawaii get there.

I urge your support of this legislation.

Mahalo for the opportunity to submit testimony.

Aloha,
Howard S. Garval, President & CEO
Child & Family Service



Our Mission: Strengthening Families and Fostering the Healthy Development of Children

Aloha United Way

200 N. Vineyard Blvd., Suite 700
Honolulu, Hawaii 96817-3938
Telephone (808) 536-1951
Fax (808) 543-2222
Website: www.auw.org



Aloha United Way

Cover Sheet

Testifying Agency: Aloha United Way
Norm Baker, Chief Operating Officer

House Committee on Education

Rep. Roy M. Takumi, Chair
Rep. Takashi Ohno, Vice Chair

Wednesday, March 13, 2013 at 2:00 P.M.

Conference Room 309

SB1093, SD2 (SSCR591): Relating to School Readiness: Testimony in Strong Support

Aloha United Way

200 N. Vineyard Blvd., Suite 700
Honolulu, Hawaii 96817-3938
Telephone (808) 536-1951
Fax (808) 543-2222
Website: www.auw.org



March 8, 2013

House Committee on Education
Representative Roy M. Takumi, Chair
Representative Takashi Ohno, Vice Chair
Wednesday, March 13, 2013 at 2:00 p.m.
Conference Room 309

Re: SB 1093, SD2 (SSCR591) RELATING TO SCHOOL READINESS

Honorable Chairs & Committee Members:

Aloha United Way supports SB 1093, which establishes a statewide school readiness program intended to assist families in preparing their children for future school success.

There is ample evidence that quality preschool experiences contribute to school readiness and eventual success in our education system. SB 1093 is important because it seeks to address the needs of 5,200 late-born children who will be excluded from kindergarten in 2014 by enabling the Executive Office on Early Learning to move forward on a high-quality school readiness program for all Hawaii four-year-olds.

Aloha United Way has long recognized the critical importance of ensuring that our keiki are ready to learn when they start school. This measure lays the groundwork for helping Hawaii's families provide their keiki with the valuable and high quality school readiness opportunities they need to succeed when they reach Kindergarten and beyond.

Thank you for the opportunity to submit testimony. We urge your favorable consideration of SB 1093.

Sincerely,

A handwritten signature in black ink that reads "Norm Baker". The signature is written in a cursive, flowing style.

Norm Baker
Chief Operating Officer



Committee: Committee on Education
Hearing Date/Time: Wednesday, March 13, 2013, 2:00 pm
Place: Room 309
Re: Testimony of the ACLU of Hawaii with comments on S.B. 1093, S.D.2

Dear Chair Takumi and Members of the Committee on Education:

The American Civil Liberties Union of Hawaii (“ACLU of Hawaii”) offers comments on S.B. 1093, S.D.2, which establishes school readiness programs for private early education programs, to the effect that the programs do not contain the requisite mandates to ensure that (1) the programs comply with the Establishment Clause, which prohibits state funding of religious indoctrination; and (2) that the programs adequately safeguard against a myriad of unlawful discrimination.

First, S.B. 1093, S.D.2 would allow direct funding to private religious education programs and schools — which poses grave concerns under the Establishment Clause. The bill lacks the requisite guidelines to ensure that the programs and schools are prohibited from engaging in discrimination, sectarian instruction, indoctrination, or other religious activities. If this bill passes in its current form, it is likely that religious programs and schools will receive public funding and improperly discriminate against students, parents and staff members as well as utilize educational spaces that are rife with religious iconography.

With respect to the Establishment Clause, S.B. 1093, S.D. 2 must, at a minimum, be amended to ensure that: 1) the programs are open to all children, regardless of religion; 2) the programs are not used to proselytize or convert; 3) the programs do not include religious practices or instruction; 4) the programs accommodate the religious beliefs of students and staff members; 5) the programs do not require children or their families to participate in outside church activities; 6) the programs do not discriminate in hiring or firing based on religion; and 7) the programs are not conducted in rooms that contain overt religious iconography.

S.B. 1093, S.D.2 also authorizes state-funded discrimination against both students and parents. Without guidelines, these programs may violate federal and state civil rights laws, including Title VI Civil Rights Act of 1964, prohibiting discrimination based on race, color, or national origin and Title IX of the Education Amendments of 1972, prohibiting discrimination based on sex. Further, these contemplated programs must comply with the Americans with Disabilities

American Civil Liberties Union of Hawaii
P.O. Box 3410
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www.acluhawaii.org

Chair Takumi and Members of the Committee on
Education
March 13, 2013
Page 2 of 3

Act of 1990, the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

Further, the Hawaii Department of Education prohibits discrimination in hiring based on a broad range of categories, including race, sex, national origin, disability, and sexual orientation, but private schools are far less likely to have such inclusive policies in place. As an example, with regard to students with disabilities, private institutions are currently neither required to nor likely to meet the needs of students with disabilities. Similarly, private schools do not have to abide by the “least restrictive environment” requirements of the federal Individuals with Disabilities Education Act. Thus, these schools could segregate students with disabilities from other students, perpetrating discrimination against these students and inhibiting their education.

S.B. 1093, S.D. 2 should be further amended to ensure that any contracted program with the State agrees to abide by the above-listed civil rights law. Additionally, we suggest that the bill be amended to include assurances that the State (through the appropriate agency) will seek to: 1) monitor the number of students with disabilities enrolled to ensure that the segregation and isolation of students with disabilities in the public school district does not continue and/or increase; 2) conduct an annual assessment of the program (and collect and maintain the data) to determine the number of students with disabilities being served in each private school, the type and amount of services being received, the number of students with disabilities rejected from private schools and the number of students with disabilities suspended and expelled from private schools; 3) conduct affirmative outreach to parents, families and caretakers of students to educate them about the duties of private schools to comply with discrimination laws; 4) set up a complaint system for parents, families and caretakers of children (particularly those with disabilities) regarding the private school, including but not limited to complaints of admission denials, discipline, failure to accommodate and expulsion from the private schools; and 5) inform private schools that they may not reject, discipline or expel children from the programs for discriminatory reasons, including those related to his or her disability unless the program establishes that its actions are unrelated to the child’s protected status or disability or that serving the child would not represent a reasonable accommodation and to monitor private schools’ compliance with this requirement.

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Chair Takumi and Members of the Committee on
Education
March 13, 2013
Page 3 of 3

Although the ACLU fully supports high-quality early education and agrees that it is essential to childhood development and future performance, these publicly funded private programs must be evaluated and detailed measures developed to ensure that these programs do not result in harm to the children that they are intended to help.

Sincerely,

Lois K. Perrin
Legal Director

The American Civil Liberties Union (“ACLU”) is our nation’s guardian of liberty – working daily in courts, legislatures and communities to defend and preserve the individual rights and liberties that the Constitution and laws of the United States guarantee everyone in this country.

American Civil Liberties Union of Hawai'i
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Harry A. Saunders
President

Email Submittal: <http://www.capitol.hawaii.gov/submittestimony.aspx>

Testimony by Harry Saunders
President, Castle & Cooke Hawai'i
March 11, 2013

HOUSE COMMITTEE on EDUCATION

March 13, 2013
2:00 p.m.
Room 309

Support for:

SB 1084 SD1

To permit the appropriation of public funds for private
early childhood education programs;

SB 1093 SD2

Relating to school readiness;

SB 1095 SD2

Relating to early childhood education

Chair Takumi, Vice Chair Ohno and Members of the HOUSE COMMITTEE on
EDUCATION:

I am Harry Saunders, President of Castle & Cooke Hawai'i and a member of the Hawai'i Business Roundtable. We support these early childhood measures as key commitments and investments for our State. Educational and Social advocates have provided their expertise and data for the importance and necessity of early childhood education. We respectfully request your support and commitment to these measures to make it a priority and a critical investment for the well being of our keiki and for the future of Hawai'i.

We support SB 1084 because it would permit public funds through partnerships with private programs that would engage existing private early childhood programs, incorporate higher-quality, education-focused goals and standards, and utilize the infrastructure developed over decades of preschool education in Hawai'i.

We also support SB 1093 as it would establish a School Readiness Program to address the most urgent need for services for children unable to start kindergarten in 2014-2015. It can be implemented without a Constitutional amendment, and delivered through Department of Human Services-licensed and licensed-exempt child care programs and Department of Education (DOE) that meet standards set by the Executive Office on Early Learning (EOEL). This program is needed to establish the foundation/infrastructure for the Early Childhood Education Program.

And finally, we support SB 1095 that would establish the Early Childhood Education Program (after the ratification of the Constitutional amendment) that would set up a full-scale high-quality early learning system for children and professionals; be delivered through private early childhood education programs and DOE that meet standards set by EOEL and incorporates higher standards for curriculum, assessment and teacher quality that are tied to educational outcomes and accountability.

I respectfully request your consideration to support these bills as a priority for early childhood education and to establish a specific commitment for the foundation and building blocks of our future, the children of Hawai'i.

Castle & Cooke Hawai'i continues to invest in Hawai'i as we diversify to sustain our operation in the areas of housing, commercial, renewable energy and agriculture. Mahalo for your consideration of our testimony. Should you have questions, please feel free to contact us:

Harry Saunders, President
Castle & Cooke Hawai'i
aktsukamoto@castlecooke.com
Phone: 548-4884

Richard Mirikitani, Senior Vice President and Counsel
Castle & Cooke Hawai'i
rmirikitani@castlecooke.com
Phone: 548-4890

Carleton Ching, Vice President –
Community and Government Relations
Castle & Cooke Hawai'i
cching@castlecooke.com
Phone: 548-3793

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 10:31 AM
To: EDNtestimony
Cc: tgeorge@castlefoundation.org
Subject: *Submitted testimony for SB1093 on Mar 13, 2013 14:00PM*

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|-------------------------------|---------------------------|---------------------------|
| Terrence R. George | Harold K.L. Castle Foundation | Support | Yes |

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.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

Rep. Roy M. Takumi
Chair
Rep. Takashi Ohno
Vice Chair

Members of House Committee on Education

Dear Rep Takumi, Rep Ohno and Members of the House Committee on Education,

On behalf of Atherton Family Foundation, as well as myself personally, I would like to support the funding of the Early Childhood bills SB1084, SB1093 and SB1095. The Atherton Family Foundation has been a supporter of Early Childhood Education for many years. We lease property to three of the KCAA pre-schools for \$1.00 per year. We believe strongly in the HKL Castle Foundation's study that each \$1 invested in Early Childhood Education will have a return of \$4.20. It is critical, for the 2014-2015 biennial budget, that the late born children who are now not able to attend Junior Kindergarten be put in pre-school for four year olds. We believe that over a 10 year period, the State of Hawaii should strive to achieve the objective that all four year olds in Hawaii be afforded the opportunity to attend a Pre-School. As 85% of a child's brain is neutrally connected by age five, we think this is critical to having children ready to learn when they attend kindergarten. Currently, 40% of the State's children do not attend pre-school, and fall behind when they enter kindergarten and never catch up.

We also believe that while the State should be paying for the full costs of low income children to attend pre-school, and that it should only be providing funds to middle income parents on a sliding scale. We know that there is currently \$40 million invested annually in Early Childhood Education by the Private Sector, with the primary contributor being Kamehameha Schools. We therefore think that over 10 years the cost of the program will grow to between \$100mm to \$125mm. We believe that this is a reasonable expense, given the fact that this investment should substantially improve and reduce costs overall for the K-12 public schools, as the majority of children will be ready to learn when they enter kindergarten. We also believe that it will take at least 10 years for the infrastructure to be built to handle at least 80% of the State's 4 year olds. (This is a voluntary program, and we believe that 20% of children will never go to pre-school, if we look at the figures for other states which have successfully implemented State Funded Early Childhood Education programs.) Atherton Family Foundation has been a supporter of capital requests in building Private Pre-Schools, and would continue to do so throughout this effort.

Additionally, we think that it is very important for the State to pass the Constitutional Amendment to allow the State to fund Private Pre-Schools, in order to smoothly implement the program in a cost effective manner. This has been the approach in many successful implementations of state funded pre school programs across the country. We would support having the Constitutional Amendment drafted so that it clearly does not support vouchers in the K-12 public school system.

Initially, for the 2014-2015 biennial budget, we are only asking for \$30mm annually to fund the program for the late borns. These funds have been part of the State's annual budget for many years in the Junior Kindergarten program, the funding of which comes to an end this year. We would very much appreciate your consideration of this very important initiative for the future of our children and for the overall benefit of the State of Hawaii and its citizens.

Atherton Family Foundation gives away annually \$4.5 mm in the State of Hawaii. The Board of Directors is happy to play a role in improving the lives of Hawaii's children and its residents.

Aloha,

Robin Midkiff
Vice President
Atherton Family Foundation

Testimony Presented Before the
House Education Committee March 13, 2013

Ms. Kēhaulani 'Aipia-Peters, President, Governing Board
Ke Kula 'O Nāwahīokalani'ōpu'u Iki Public Laboratory Charter School
Kea'au, Hawai'i

RE: SB 1095 SD1, SB 1093 SD 1
PLEASE AMENDED FOR HAWAIIAN LANGUAGE MEDIUM

Aloha Representative Takumi and members of the House Education Committee. I support SB 1095 and SB 1093 if amended to include the amendments suggested by the 'Aha Pūnana Leo.

I am the President of the Governing Board of a charter school conducted entirely in Hawaiian, which is also functioning as a laboratory school of the state Hawaiian language college.

Our kindergarten is conducted through Hawaiian. Our kindergarten students are taught initial reading through Hawaiian rather than through English. Our research has shown that children coming from the Pūnana Leo preschool perform better in reading in our kindergarten than children who have come from English medium preschools. For our school, children who come from English medium preschools have no advantage over children who have not attended preschool at all.

The reason for Pūnana Leo children performing better than other children in our school has to do with their preparation for Hawaiian reading in the Pūnana Leo. Reading Hawaiian requires an entirely different approach from reading English. Like Japanese literacy, Hawaiian literacy is best learned syllabically, rather than by individual letters. In Japan, children learn to read the Japanese hiragana syllabary around age 4, that is, even before kindergarten. There is a historical connection with Hawai'i. In the 1800s, in our Hawai'i DOE, compulsory education in public schools taught through Hawaiian began at age four, while children attending school in private English schools, waited until the child was aged 6. This was because in the Hawaiian public schools, children learned to read by the hakalama syllable chart, as in the Pūnana Leo. As it is impossible to read English by syllables, and children cannot sound out words by letters well until around age six, the Hawai'i government then allowed English schools to wait until a child was six for compulsory enrollment.

I believe that neither the teachers at our local Pūnana Leo and the syllabic curriculum of our local Pūnana Leo would fit the regulations found in most states for an English medium preschool, nor for the Quality Rating System proposed for English preschools here in Hawai'i. Yet, the English medium preschool requirements are not suited to our situation, and do not produce children who come to our school well prepared to learn through Hawaiian.

Having the Pūnana Leo and our schoolwork together with the Hawaiian language college as laboratory schools is what has allowed us to develop a strong bridge between preschool and kindergarten and the programming for subsequent grades.

We at Nāwahī are proud of the academic achievements produced by our system of education developed in cooperation with the 'Aha Pūnana Leo. Some 70% of our students come from humble circumstances allowing them free and reduced lunches, yet, since our first high school graduation in 1999, we have had a 100% high school graduation rate and 80% college attendance rate. We have had graduates go on to Seattle University, Stanford, Loyola Marymount, Northern Arizona, and several other out-of-state universities, as well as our own University of Hawai'i system.

I strongly urge that you include the amendments suggested by the 'Aha Pūnana Leo as they are crucial for our school in its seeking to receive benefits from early education in an equitable fashion compared to English medium schools.

Mahalo nui loa.



Testimony to the House Committee on Education

Wednesday, March 13, 2013

2:00 p.m.

Conference Room 309

Senate Bill 1084 SD1:

Proposing an amendment to Article X, Section 1, of the Hawaii State Constitution to permit the appropriation of Public funds for private early childhood education Programs

Senate Bill 1093 SD2:

Relating to School Readiness

Senate Bill 1095 SD2:

Relating to Early Childhood Education

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

My name is Sarah Lee Morihara, President and Managing Director of Colliers International - Hawaii. I strongly support Senate Bills 1084 SD1, 1093 SD2, and 1095 SD2. There is a great deal of data that shows that focusing on early childhood is critical because development of the architecture of the brain takes place by age five. We need to begin investing early in a child's life, when the brain is in this state of tremendous growth potential. By the time children enter kindergarten, elementary school and high school we are addressing problems and no longer preventing them.

Senate Bill 1093 SD2

I fully support the creation of an early learning school readiness program. Many of our employees have children in Hawaii's public school system, and helping children, beginning at an early age is the key to making them successful citizens in our businesses and in our community. Our ability to compete in a global economy starts with employees who have been provided the tools to do so and it all begins at a very early age.

The change in kindergarten entry age beginning in school year 2014, which requires that a child must be 5 years old by July 31 of the school year will create a gap group of nearly 5200 children. These children will be denied critical services if this School Readiness Program is not put into place. At a time when all studies indicate that early childhood programs are critical to a child's development, denying these services would be a severe step backwards for our children.

Senate Bill 1084 SD1:

The creation of a public/private delivery system contemplated by the legislation is critical to the development of a high quality early learning system. As a previous People's Pulse poll has shown, over 80% of Hawaii's residents believe in the importance of funding of early learning. We understand that the Constitutional Amendment is necessary to allow for a quality public/private early childhood education delivery system that would incorporate higher-quality, education focused standards to make a difference in the lives of our young children. We therefore believe it is critical that this bill go forward and allow the voters to express themselves and their support for our children.

Senate Bill 1095 SD2:

The goal for our young children is the creation of an early childhood education program. Helping our children, beginning at an early age is the key to making them successful citizens in our businesses and in our community. Our ability to compete in a global economy starts with employees who have been provided the tools to do so and it all begins at a very early age.

As business person I understand the high return on investing in children under the age of five which has been well documented nationally and locally. 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 return is calculated from less spending on special education, grade retention, and future social services –such as incarceration - plus a more productive, higher paid workforce contributing positively to the state economy.

Our entire management team is concerned about all of our employees and their families. We believe that every child should be given the opportunity to succeed and success is easier to create with early childhood programs that provide each child with a quality education. We fully support all three measures.

Thank you very much for the opportunity to testify.

Sincerely,
Colliers International

A handwritten signature in black ink, appearing to read 'S. Lee' or similar, written in a cursive style.

Sarah Lee Morihara (S)
President & Managing Director



First Insurance
Company of Hawaii
A Member of the Tokio Marine Group

Testimony to the House Committee on Education

Wednesday, March 13, 2013

2:00 p.m.

Conference Room 309

RE: Senate Bill 1084 SD1 - Proposing an amendment to Article X, Section 1, of the Hawaii State Constitution to permit the appropriation of Public funds for private early childhood education Programs
RE: Senate Bill 1093 SD2 - Relating to School Readiness
RE: Senate Bill 1095 SD2 - Relating to Early Childhood Education

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

My name is Allen Uyeda, President and CEO of First Insurance Company of Hawaii. I strongly support Senate Bills 1084 SD1, 1093 SD2, and 1095 SD2. Data shows that development of the architecture of the brain takes place by age five. By the time children enter kindergarten, we've already missed a critical opportunity to influence their future academic and professional success.

Senate Bill 1084 SD1:

The creation of a public/private delivery system contemplated by this legislation is critical to the development of a high quality early learning system. It will allow us to build on the preschool infrastructure that already exists in Hawaii so that we can meet heightened demand for facilities, ensure program accessibility and give Hawaii families more choices. According to a People's Pulse poll, more than 80% of Hawaii residents believe funding early learning is important. Passage of this bill will allow voters to express their support for early education initiatives.

Senate Bill 1093 SD2

I fully support the creation of an early learning school readiness program. The change in the DOE kindergarten entry age beginning with the 2014 school year will create a gap group of nearly 5,200 children. These children will be denied critical services if the school ready program is not put into place. At a time when all studies indicate that early childhood programs are critical to a child's development, denying these services would be a severe step backwards for our children. It would also hurt the future of local employers like First Insurance that need skilled and innovative employees to compete in the global marketplace.

Senate Bill 1095 SD2:

A 2008 economic analysis conducted by Good Beginnings Alliance calculated a return of \$4.20 for every \$1 invested in a statewide early childhood education program. This return is based on less spending on special education, grade retention, and future social services – such as incarceration – plus a more productive, higher paid workforce contributing positively to the state economy.

First Insurance believes every child should be given the opportunity to succeed, and that one of the most effective ways to cultivate a strong workforce for the future is through access to quality early education. We support these three bills and the creation of a statewide early childhood education program.

Thank you very much for the opportunity to testify.

Allen B. Uyeda
President & CEO

March 13, 2013

House Committee on Education
The Twenty-Seventh Legislature, 2013
State of Hawaii

TO: Representative Roy Takumi, Chair
Representative Takashi Ohno, Vice Chair
Members of the Committee on Education

2:00 PM, Room 309
Hawaii State Capitol

FROM: The Early Learning Advisory Board

RE: SENATE BILL 1093, SD2, RELATING TO SCHOOL READINESS

Thank you for this opportunity to testify on Senate Bill 1093, SD2. The Early Learning Advisory Board would like to offer testimony in support of SB 1093, SD2, and the Legislature's efforts to enhance early education opportunities across the state.

Established under Act 178 (2012), the Early Learning Advisory Board replaced the Early Learning Council and is responsible for advising the Executive Office on Early Learning, providing recommendations to the Executive Office on Early Learning, promoting collaboration among state agencies, and being an independent voice for the overall well-being of Hawaii's children.

SB 1093, SD2, establishes the School Readiness Program within the Early Learning System. School readiness is an important prerequisite for effective learning. The School Readiness Program will provide services to the estimated 5,100 children in the gap group that will result from the 2014 change in kindergarten entry age and abolishment of the Junior Kindergarten program. This bill represents a significant and necessary step in establishing a comprehensive set of services that will foster a brighter future for Hawaii's children.

We strongly support advancing this bill and look forward to working collaboratively and proactively with the legislature and the broader community. Thank you for the opportunity to testify.

Respectfully Submitted,

Dr. Robert Peters
Early Learning Advisory Board



March 13, 2013

2:00 p.m.

Room 309 – Hawai'i State Capitol

TESTIMONY TO THE
HOUSE COMMITTEE ON EDUCATION

**In support of SB 1084 SD1, SB 1093 SD2 and SB 1095 SD2
RELATING TO EARLY CHILDHOOD EDUCATION and SCHOOL
READINESS**

Girl Scouts of Hawai'i
410 Atkinson Drive
Suite 2E1, Box 3
Honolulu, HI 96814
808-595-8400
girlscouts-hawaii.org

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Bonnie F. Rice

Artie Wilson

Ex Officio

Girl Member Advocates

Catherine Coleman

Diana Sellner

Kayla Seto

Ex Officio

Gail Mukaihata Hannemann

Chief Executive Officer

Ivy Mixter Vinayaga

Chief Financial Officer

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

My name is Gail Mukaihata Hannemann and I am the Chief Executive Officer of the Girl Scouts of Hawai'i. The Girl Scouts of Hawai'i is the oldest and largest statewide leadership development program for girls with a membership of 5,500 girls and adults.

The measures you are considering today, Senate Bills 1084 SD1, 1093 SD2, and 1095 SD2, are critical to ensuring that Hawaii's four-year-olds will have the quality early learning experience they need for healthy development. As you already know, many studies prove that high-quality early childhood education programs not only result in short- and long-term benefits for children but greatly enrich the quality of life for their families, communities and society as a whole.

In our work with girls in kindergarten through twelfth grades, we have come to appreciate the importance of providing all children, regardless of their families' personal circumstances, with the type of learning experiences that these three bills seek to provide and make accessible to our younger keiki.

The combination of these three bills speaks volumes about what is important to the people of Hawai'i - our keiki and `ohana. These bills not only seek to support the development and growth of our young children but also recognize the challenges and barriers that families often face as they provide for their children.

I am sure you will all agree that every child deserves the opportunity to reach his or her fullest potential. A key factor of this most basic human aspiration is to engage children from birth in ways that best develop their brains so they are able to combine their natural talents and abilities with the skills they learn to make positive differences in their lives and the world. While there is much work to be done, these bills will begin to move us in the right direction.

Thank you for the opportunity to submit testimony in support of these measures.

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place



March 13, 2013

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

From: Deborah Zysman, Executive Director
Good Beginnings Alliance

RE: Comments in **support** of SB 1093 SD2: Relating to School Readiness.

The Good Beginnings Alliance is in support of SB 1093 SD2, Relating to School Readiness. 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. The GBA has over a decade of experience in advocacy and service to our youngest and their families.

Last year the Legislature passed, and the Governor signed into law, legislation creating the Executive Office on Early Learning (EOEL)(Act 178; 2012). This measure also called for the termination of the existing Junior Kindergarten program starting in the 2014-2015 school year; a pre-Kindergarten program for late-born children administered by the Department of Education. The elimination of this program could affect over 5,200 four-year olds statewide. SB 1093 provides a framework for the high quality school readiness program that will begin to take the place of Junior Kindergarten, and will eventually expand to provide statewide assistance to all families w/ four year-olds who choose to send their children to a school readiness program.

SB 1093 SD2 seeks to establish a high quality school readiness in several ways that we see as critical, including:

- Ensuring parent choice in selecting a school readiness program that best serves the child.
- Investing in our existing, and future, early learning/school readiness providers.
- Prioritizing both underserved and at-risk children.
- Providing assistance for middle-income, 'gap group', families of four year olds.
- Tasking the EOEL with developing and adopting standards for participating programs that will ensure qualified instruction and data collection.

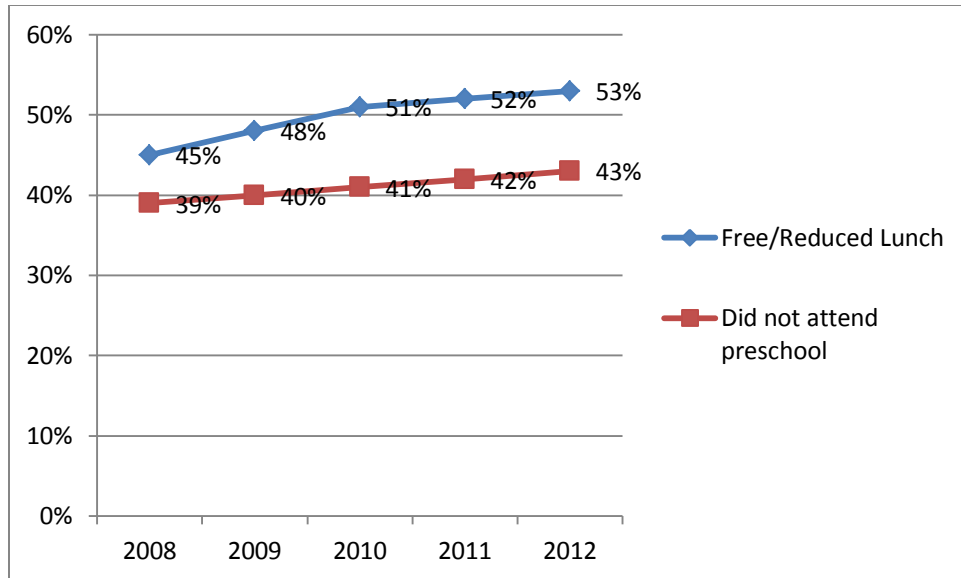
This measure begins to lay the framework for the EOEL to move forward with their mission to prepare our youngest keiki to succeed when they enter Kindergarten. We know firsthand that the physical, cognitive, social, and emotional growth that comes with high quality school readiness programming serves to prepare children for school.

By providing the EOEL authority to execute the School Readiness Program, we hope that they will take great effort to ensure that a range of providers are allowed to participate in the program, including center-based, school-based, family-child interaction learning programs, and family child care homes. By ensuring this breadth of service we can guarantee service to a greater number of families across our state. Including different types of providers can also address the need to increase the capacity that can be expected with the implementation of the new school readiness program.

Hawaii remains one of only eleven states providing no significant state funding for early learning program. This coupled with nearly 43% of our students not having received preschool upon entering Kindergarten means that our Department of Education (DOE) system must devote time and resources to bringing these children up to speed with their counterparts who have had some form of school readiness programming. By investing in our four year olds early we help save our DOE system, and teachers, time and money.

Hawaii also stands to gain from federal matching funds that may become available to support the Obama Administration's initiative to provide high-quality preschool for low- and middle-class families. The Administration is seeking to develop a new federal-state partnership that will provide incentives for states to broaden participation in their public preschool program. Hawaii must be prepared to capitalize on these new sources of revenue.

It should also be noted that over the past four years our state has seen a decrease in the number of children entering Kindergarten having had preschool, and at the same time we see an increase in the number of students receiving free/reduced lunch. Providing the extra support to families in order to send their four year olds to a school readiness program will hopefully help address this trend and allow families greater economic flexibility.



1. 43% of students did not attend preschool prior to entering the HDOE system in the 2012-2013 school year. This percentage has steadily declined annually by 1% from 2008 to 2012 (HSSRA 2012-2013).
2. 53% of students received Free/Reduced Lunch (FRL) in the 2012-2013 school year. This is an increase of 1% when comparing to the previous school year.

We also see the critical mass of public and private support focused on this effort like never before. A June 2012 Ward Research Poll commissioned by the Good Beginnings Alliance and the Be My Voice Hawaii campaign indicated that 75% of registered voters surveyed supported some form of state supported preschool program for all four-year-olds, and nearly 50% supported some form of new revenue specifically dedicated for this purpose.

Members of the business, philanthropic, labor, and education community have also demonstrated a commitment to working together to build an early learning system that provides our keiki with the educational edge to compete with their counterparts in other states on the mainland. As the recent 'Power of Preschool' publication in the January 2013 issue of *Hawaii Business Magazine* indicated, employers see a strong state supported preschool system as a key mechanism for creating the future workforce that the state depends on, as well as a way to attract new businesses to our island economy.

GBA supports SB 1093 SD2 as a first step toward bringing about the ultimate goal of a high quality school readiness program that will serve all of Hawaii's four year old children.



March 13, 2013
2:00 p.m.
Conference Room 309

TESTIMONY TO
THE HOUSE COMMITTEE ON EDUCATION

RE: SB1093 SD2– Relating to School Readiness

Chair Takumi, Vice Chair Ohno and the members of the committee,

My name is Robert Witt and I am 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 supports SB1093 SD2 which establishes a statewide school readiness program, administered by the Executive Office on Early Learning consisting of providers of school readiness services to assist families in preparing their children for success in school. This program will serve four-year-old children with priority for those who are not eligible to attend public school kindergarten in the calendar year they turn five years of age.

Definitive research demonstrates that high quality preschool helps children with the skills and attitudes needed to be successful in school and life. Without proper foundation, a child's development can be 18-24 months behind, making kindergarten difficult. In three-quarters of DOE kindergarten classes in 2012-2013, the majority of students did not start school with the skills necessary for success. Moreover, due to the change in age requirements, approximately 5,100 children will be left unserved without a program in place by 2014. In the 2014 school year, a child must be five years old before August 1, 2014 to enter kindergarten. This School Readiness Program will give priority to these children born later in the year.

However, we would respectfully request the bill be amended to language contained in the companion bill, HB862 HD1. Specifically on page 5, lines 3-5, subsection (1), to include programs that are exempt from licensure by the Department of Human Services. HAIS has always been a strong proponent of early learning programs for all young learners in the state and we urge you to pass SB1093 SD2 with amendments.

Thank you for the opportunity to testify.



Testimony to the House Committee on Education

Wednesday, March 13, 2013

2:00 p.m.

Conference Room 309

RE: Relating to School Readiness – Senate Bill 1093 SD2

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

My name is Gary Kai and I am the Executive Director of the Hawaii Business Roundtable. In principle, we support Senate Bill 1093 SD 2 to establish a statewide school readiness program consisting of providers of school readiness services to assist families in preparing their children for success in school. The statewide school readiness program will be administered by the Executive Office on Early Learning and is a major component of the early learning system established pursuant to section 302L-2, Hawaii Revised Statutes.

We fully support the creation within the early learning system a school readiness program. The members of the Hawaii Business Roundtable employ thousands of graduates of Hawaii's public school system, and helping children, beginning at an early age is the key to making them successful citizens in our businesses and in our community. Our ability to compete in a global economy starts with employees who have been provided the tools to do so and it all begins at a very early age.

We also believe strongly that focusing on early childhood is critical because development of the architecture of the brain takes place by age five. We need to begin investing early in a child's life, when the brain is in this state of tremendous growth potential. By the time children enter kindergarten, elementary school and high school we are addressing problems and no longer preventing them.

The change in kindergarten entry age beginning in school year 2014, which requires that a child must be 5 years old by July 31 of the school year will create a gap group of nearly 5200 children. These children will be denied critical services if this School Readiness Program is not put into place. At a time when all studies indicate that early childhood programs are critical to a child's development, denying these services would be a severe step backwards for our children.

As business people our members understand the high return on investing in children under the age of five which has been well documented nationally and locally. 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 return is calculated from less spending on special education, grade retention, and future social services –such as incarceration - plus a more productive, higher paid workforce contributing positively to the state economy.

More importantly, our members are concerned about their employees and their families. They believe that every child should be given the opportunity to succeed and success is easier to create with early childhood programs that provide them with a quality education

We strongly support the public private delivery system contemplated by the legislation, and its focus on quality. We question whether building a system without learning from and scaling the excellent early childhood educators in place already would not be financially feasible. We also support the legislation's focus on quality. Research shows that the measurable financial returns are produced only from investment in quality early childhood programs.

We believe that we are at a critical juncture for our youngest of children. Many of our members themselves are part of the Be My Voice Campaign and the Hawaii Business Roundtable fully support the Be My Voice Campaign which will help to provide a stronger future for our keikis.

Thank you very much for the opportunity to testify and we look forward to joining your efforts to improve the lives of our children.

Gary K. Kai, Executive Director
Hawaii Business Roundtable

Hawai'i Construction Alliance

P.O. Box 179441
Honolulu, HI 96817
(808) 348-8885

March 12, 2013

The Honorable Roy M. Takumi, Chair
The Honorable Takashi Ohno, Vice Chair
and members
Committee on Education
Hawai'i State House of Representatives
415 South Beretania Street
Honolulu, Hawai'i 96813

RE: Testimony in strong support of SB1093, relating to school readiness.

Dear Chair Takumi, Vice Chair Ohno, and members of the committee:

The Hawai'i Construction Alliance strongly supports investing in early childhood education, and asks the committees to pass SB1084, SB1093, and SB1095.

The Hawai'i Construction Alliance is comprised of the Hawai'i Regional Council of Carpenters; the Hawai'i Masons Union, Local 1 and Local 630; the Laborers' International Union of North America, Local 368; and the Operating Engineers, Local 3. Together, the four member unions of the Hawai'i Construction Alliance represent over 15,000 working men and women in the four basic crafts of Hawaii's construction industry.

Hawai'i is one of just eleven states that does not provide for a state-supported preschool system. As a result, many of our keiki are entering kindergarten without essential reading, math, and critical-thinking skills. Investing in a high-quality early education program for our state's four-year olds is an important step toward ensuring that all of our students enter our classrooms ready to learn – intellectually, socially, physically, and emotionally.

In the short term, investments in early childhood education will immediately generate positive economic impacts: parents who would otherwise be at home caring for young children can re-enter the workforce; preschools will employ more teachers and purchase more goods and services; and our public school system will become stronger and more effective as better-prepared students enter our kindergartens and elementary schools.

In the long term, these investments will result in a more employable, educated, and efficient workforce in all sectors of the economy. Children who received a quality early education are more likely to be high school graduates, hold productive jobs, earn higher salaries, be financially secure, and own their own home.

The high cost of preschool – currently estimated at \$720 per month in Honolulu – is a significant burden for our members and their families during these difficult economic times. Over the past several years, preschool attendance in the state’s working-class and lower-income neighborhoods has dropped dramatically. Greater support for early childhood education will help to address the issues of access and affordability which often prevent families from being able to send their children to high-quality preschool programs.

We strongly believe that expansion of our early childhood education programs will have profoundly positive benefits for our members, their families, and for our entire state now and in the future. We respectfully ask the committee to pass SB1093.

Mahalo for the opportunity to offer this testimony.

Aloha,

A handwritten signature in black ink that reads "Tyler Dos Santos-Tam". The signature is written in a cursive, flowing style.

Tyler Dos Santos-Tam
Executive Director
Hawai‘i Construction Alliance
execdir@hawaiiconstructionalliance.org



Testimony presented before the
House Committee on Education
March 13, 2013 at 2:00 pm
By Karen C. Lee, Ed.D.
Executive Director, Hawaii P-20 Partnerships for Education

SB 1093, SD2: Relating to School Readiness.

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

SB 1093, SD 2 establishes the School Readiness Program as a statewide, state-funded program that will prepare our children for success in school.

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. The research has shown that investing in early childhood education, especially that which is developmentally appropriate, leads to better educational, social and economic outcomes.

Our P-3 Initiative oversees five demonstration communities on Oahu and Hawaii Island in which private or federal early childhood education programs work closely with partner Hawaii DOE elementary schools to align readiness for school for children. We have also funded and supported the creation of inclusion pre-school classrooms in some Hawaii DOE elementary schools to increase access to early learning opportunities for young children. This type of public-private partnership works, with proper funding, professional development, and support. We are confident this will work for the School Readiness Program as well.

As proposed, the School Readiness Program will provide high-quality learning environments to young children who were previously unable to afford access to pre-kindergarten educational services. And, when children are not ready to learn by kindergarten, their chances at elementary, secondary and post-secondary success and completion are greatly diminished. Since studies predict that 65% of jobs in Hawaii in year 2018 will require at least some post-secondary education, Hawaii must prepare its children for success by investing in them early.

Thank you for this opportunity to testify.

Hawaii P-20

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Wednesday, March 13, 2013 – 2:00 pm
Conference Room 309

The House Committee on Education

To: Representative Roy Takumi, Chair
Representative Takashi Ohno, Vice Chair

From: Virginia Pressler, MD, MBA

Re: **SB 1093, SD2 Relating To School Readiness**

Testimony in Support

My name is Virginia Pressler, MD, MBA, Executive Vice President and Chief Strategic Officer for Hawai'i Pacific Health (HPH). HPH is a nonprofit health care system and the state's largest health care provider anchored by its four nonprofit hospitals: Kapi'olani Medical Center for Women & Children, Pali Momi Medical Center, Straub Clinic & Hospital and Wilcox Memorial Hospital on Kauai. HPH is committed to providing the highest quality medical care and service to the people of Hawai'i and the Pacific Region through its four affiliated hospitals, 49 outpatient clinics and service sites, more than 5,400 employees and 1,300 physicians on staff,

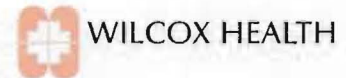
HPH fully supports the creation within the early learning system a school readiness program. We employ thousands of graduates of Hawaii's public school system, and helping children, beginning at an early age is the key to making them successful citizens in our businesses and in our community. Our ability to compete in a global economy starts with employees who have been provided the tools to do so and it all begins at a very early age.

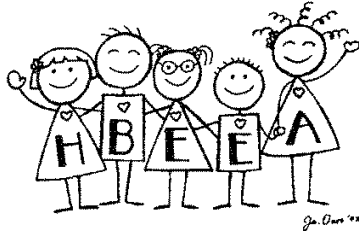
Last year the Legislature passed, and the Governor signed into law legislation that called for the termination of the existing Junior Kindergarten program starting in the 2014-2015 school year; a pre-kindergarten program for late born children administered by the Department of Education. In 2014, the elimination of this program could affect over 5,200 late born four year old children statewide. The School Readiness Bill provides a framework for the high quality school readiness program that will begin to take the place of Junior Kindergarten.

We also believe strongly that focusing on early childhood is critical because development of the architecture of the brain takes place by age five. We need to begin investing early in a child's life, when the brain is in this state of tremendous growth potential. By the time children enter kindergarten, elementary school and high school we are addressing problems and no longer preventing them.

The change in kindergarten entry age beginning in school year 2014, which requires that a child must be 5 years old by July 31 of the school year will create a gap group of nearly 5200 children. These children will be denied critical services if this School Readiness Program is not put into place. At a time when all studies indicate that early childhood programs are critical to a child's development, denying these services would be a severe step backwards for our children.

Thank you for the opportunity to provide this testimony.





HAWAII BAPTIST EARLY EDUCATION ASSOCIATION
2042 VANCOUVER DRIVE HONOLULU, HI 96822

March 12, 2013

To: Representative Roy M. Takumi, Chair
Representative Takashi Ohno, Vice Chair
House Committee on Education
Hearing on Wednesday, March 13, 2013 at 2:00 p.m.

My name is Rebecca McGuire and I formally represent the Hawaii Baptist Early Education Association. We are an association of 19 Baptist preschools across four islands and we serve approximately 1,000 children. As the faith-based representative to the DHS Child care advisory board, I also informally represent many of the faith-based preschools around the state.

The Hawaii Baptist Early Education Association is in support of Senate Bill 1093 and 1095 *with strong reservations*.

We are in support of a bill that allows inclusiveness of the faith-based preschool community to establish services to the gap group resulting from the 2014 change in kindergarten entry age, beginning school year 2014-2015.

The opportunity for Private Faith-Based preschools to participate without guidelines that compromise the tenets of our Faith is a necessary component to be in place before Faith-based preschools are able and willing to participate. Private Faith-based schools comprise approximately 50% of the private preschool community and comprise over 50% of the needed capacity to provide spaces for these children. We believe this will be of concern to parents that want to be able to choose their child's school based on principles of belief that are important to them. We are advocates of free choice for the parents of these unserved children.

Thank you for the opportunity to submit testimony of Senate Bill 1093 and 1095.

Rebecca McGuire, President
Hawaii Baptist Early Education Association
Director, Olivet Baptist Preschool

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

March 13, 2013

Dear Chair Takumi, Vice Chair Ohno, and Committee Members:

This testimony is submitted in support for SB1093 SD2, establishing a statewide school readiness program.

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 the establishment of a statewide school readiness program and the financial appropriation to support the program. In particular, we support the priority of the late-born four year olds, who will not be able to attend public Kindergarten from the 2014-2015 year, that the program will focus on age-appropriate development for these keiki, and that it helping provide access to high-quality school readiness opportunities for low and moderate income families.

Last session, the Coalition testified that we preferred that Junior Kindergarten (JK) not be terminated without a guarantee in law that all "late-born" impacted students will have a state-funded early learning program as a replacement to meet their educational needs. Therefore, we look forward to a statewide school readiness program established in the law.

We also continue to recommend the development and implementation of an outreach program to preschools, families of late-born to explain the seamless transition to a statewide school readiness program and help parents prepare for the proposed ending of JK.

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
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 Education Matters
*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
Kamehameha Schools
*Kanu Hawai'i
Kupu A'e
*Leaders for the Next Generation
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

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MOTHER RICE - MOILIILI
MURIEL - KAKAOKO
NALEI - KALIHI
WAI-KAHALA - KAHALA

March 13, 2013

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

From: Christina Cox, President
KCAA Preschools of Hawaii

Subject: SB1093 SD2 Relating to School Readiness

KCAA Preschools of Hawaii was established in 1895 by the Woman's Board of Missions to serve the children of immigrant workers. We serve over 900 children per year in 7 NAEYC accredited preschools on Oahu. More than 50% of our students are low-income and over 80% go on to attend DOE elementary schools. We manage tuition subsidies from 7 different sources, each with its own set of requirements. We have a \$7 million annual operating budget with 130 employees. KCAA has just completed the construction of a \$3.2 million professional development center for early educators, Hawaii's first! It is located on our Mother Rice property in Moiliili. The Harry & Jeanette Weinberg Center for Early Education and Development is funded exclusively by private businesses and Hawaii's dedicated philanthropic community. KCAA's Board was instrumental in this effort and is committed to working with the early childhood community to increase the number of qualified teachers, to improve their practice and to improve outcomes for Hawaii's keiki.

Please note that while I presently serve as the center-based program provider representative on the Early Learning Advisory Board and also serve as the Liaison for the Childcare Business Coalition of Hawaii which represents more than 60 centers throughout the State I am testifying today as the President of KCAA Preschools of Hawaii, a position that I have held for the past 12 years.

So much has changed during my 30 years working in the field of early education in Hawaii. It used to be that having teachers who genuinely enjoyed working with young children and who possessed a joy of learning, a natural curiosity about the world and were willing to share that with the children in their care, was enough. We now need to be sure that our teachers possess not only those important characteristics, but also the knowledge and skills required to help our children compete in the 21st Century.

We now know that 85% of a child's brain develops in the first few years of life and that there are critical experiences we should provide a young child with in order to optimize growth and development.



- Early experiences have a decisive impact on the actual architecture of the brain and on the nature and extent of adult capacities.
- By the time children from middle-income families are in 3rd grade they know about 12,000 words compared to low income children who know just 4,000 words, one third as many as their peers. This gap begins in the early years and research has repeatedly confirmed that early education makes all the difference in school success.

The time to act is now. We have a Governor who has made early childhood development and education a top priority, we have the support of both the philanthropic and business communities and we have seasoned legislators who possess a deep understanding of the issue and who are committed to working together with the broader community to create a better future for our youngest citizens.

I support the passage of SB 1093 SD2 to pave the way for the establishment of a statewide school readiness program that will ultimately provide a variety of choices for families and which reflects the values of our host culture and of our rural communities.

We will need to pay special attention to the nuts and bolts of this program design if it is to achieve its goal. The program should have achievable program standards, and provide programs with adequate resources, both human and financial, to succeed.

When all is said and done we need to join together, to find some common ground and to see our children as an investment rather an expense.

Thank you for the opportunity to testify on this measure.



KAMEHAMEHA SCHOOLS®

House of Representatives
State of Hawai'i

TO: Honorable Roy Takumi, Chair
Honorable Takashi Ohno, Vice Chair
Members of the Committee on Education

DATE: Wednesday, March 13, 2013

TIME: 2:00 PM

PLACE: Conference Room 309
Hawai'i State Capitol

FROM: Kamehameha Schools

RE: SENATE BILL 1093, SD2, RELATING TO SCHOOL READINESS

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

Thank you for this opportunity to testify on SB 1093, SD2, relating to school readiness. Kamehameha Schools supports the efforts of the legislature to enhance the early education opportunities across the state and would like to offer testimony in whole-hearted support for SB 1093, SD2.

SB 1093, SD2, establishes the School Readiness Program within the early learning system. This bill represents a significant step in establishing a comprehensive array of services that will foster a brighter future for Hawaii's children. Kamehameha Schools strongly supports this bill.

Founded in 1887, Kamehameha Schools is a statewide educational system supported by a trust endowed by Princess Bernice Pauahi Bishop, whose mission is to improve the capability and well-being of Native Hawaiian children through education. We serve K-12 students through campus programs on O'ahu, Hawai'i and Maui, and three-and-four-year-olds at preschool sites statewide. In 2004, the Early Childhood Education division also began serving keiki from birth to three years old, as part of its Hi'ilani Early Childhood Collaborative program. We also provide scholarships to keiki attending other preschools and provide funding for child-family interaction programs that have filled a great need in rural communities.

Since its inception more than 20 years ago, the Kamehameha Schools Early Childhood Education Division has provided more than 11,000 keiki with their first preschool experience. Early childhood education and parental support is the cornerstone of the Education Strategic Plan adopted in 2005, which seeks to foster long-term intergenerational change in the way Native Hawaiian families approach learning. Research demonstrates that early education is a key factor in lifelong success for all children, and we strongly urge the legislature to promote, enhance and support the efforts of the State of Hawai'i to appropriately address the needs of Hawaii's pre-kindergarten children.

We look forward to continuing to work closely with the Legislature, the Department of Education and other public and private stakeholders in the community for the benefit of the children of Hawai'i.



Testimony of Cindy McMillan
The Pacific Resource Partnership

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

SB 1093, SD1 – Relating to School Readiness
Wednesday, March 13, 2013
2:00 pm
Conference Room 309

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

The Pacific Resource Partnership (PRP) is a labor-management consortium representing over 240 signatory contractors and the Hawaii Regional Council of Carpenters.

PRP **supports** SB 1093, SD1, which establishes the school readiness program within the early learning system.

PRP supports this bill because we believe affordable access to high quality early learning programs must be available to all children, regardless of socio-economic status, race or geographic location. We are concerned that Hawaii is one of only 11 states without a state-funded preschool program. This has serious negative consequences for kids whose parents cannot currently afford to bear the entire costs of pre-school.

The proposed Early Learning Program has a developmentally appropriate focus on the whole child, bringing education, social services, and health together to increase child success. It will engage families in the learning of their keiki and provide a mechanism for families to participate in the financing of the program, whether it is public or private.

PRP strongly supports our public schools and believes this measure would not negatively impact the resources needed to provide quality public education.

We respectfully ask for your committee to approve SB 1093, SD1.

Thank you for the opportunity to share our views on this important matter with you.



THE QUEEN'S HEALTH SYSTEMS

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S.B. 1093, S.D.2, RELATING TO SCHOOL READINESS
House Committee on Education
March 13, 2013
Room 309

Thank you for the opportunity to provide testimony in **strong support** for S.B. 1093, S.D. 2, Relating to School Readiness . My name is Paula Yoshioka, Senior Vice President for The Queen's Health Systems (QHS).

Intensive early education programs for children have been shown to yield numerous educational benefits. However, in 2011, Columbia University's Mailman School of Public Health looked at the issue to early childhood education and the impact on health and health behaviors. Expanding on an existing 1970s randomized control study of 111 infants that followed these infants through age 21, the Columbia University study expanded on the impact on three health measures and 11 measures of behavioral risk factors. The health measures were the number of self-reported health problems since 15 years of age, a depression index score, and the number of hospitalizations in the past year. The behavioral risk factors were related to drug use, access to primary care, and traffic safety. Researchers found that individuals who had received the intensive education starting in infancy had significantly better health and better health behaviors as young adults, and that these findings were independent of IQ, educational attainment, or health insurance status. This study provides evidence in support that early education may improve income, reduce crime, and provide a cost-effective means to improve population health.

We urge Hawaii's lawmakers to support S.B. 1093, S.D. 2 to establish early childhood school readiness in Hawaii for the benefit of our Keiki's future positive health outcomes.



S E A C
Special Education Advisory Council
919 Ala Moana Blvd., Room 101
Honolulu, HI 96814
Phone: 586-8126 Fax: 586-8129
email: spin@doh.hawaii.gov

March 13, 2013

**Special Education
Advisory Council**

Ms. Ivalee Sinclair, *Chair*
Ms. Martha Guinan, *Vice
Chair*

Ms. Brendelyn Ancheta
Ms. Cassandra Bennett
Dr. Tammy Bopp
Ms. Jyo Bridgewater
Dr. Robert Campbell
Ms. Deborah Cheeseman
Ms. Annette Cooper
Ms. Phyllis DeKok
Ms. Shari Dela Cuadra-Larsen,
liaison to the Superintendent
Ms. Gabriele Finn
Ms. Tami Ho
Ms. Barbara Ioli
Ms. Deborah Kobayakawa
Ms. Bernadette Lane
Ms. Shanelle Lum
Ms. Eleanor MacDonald
Ms. Rachel Matsunobu
Ms. Dale Matsuura
Ms. Stacey Oshio
Ms. Zaidarene Place
Ms. Barbara Pretty
Ms. Kau'i Rezentes
Ms. Melissa Rosen
Dr. Patricia Sheehey
Mr. Tom Smith
Mr. Mike Tamahaha
Dr. Daniel Ulrich
Ms. Cari White

Jan Tateishi, Staff
Susan Rocco, Staff

Representative Roy M. Takumi, Chair
House Committee on Education
State Capitol
Honolulu, HI 96813

RE: SB 1093, SD 2 - RELATING TO SCHOOL READINESS

Dear Chair Takumi and Committee members,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act (IDEA), **supports** SB1093, SD 2 that establishes the School Readiness Program within the early learning system.

The School Readiness Program meets a critical need to provide quality early learning programs, especially in light of the thousands of young pre-schoolers who will be displaced when the Junior Kindergarten Program is discontinued after School Year 2013-14.

SEAC concurs with the focus on four year olds, and in particular, underserved and at-risk children who may lag behind their peers without quality early learning supports. Quality intervention at an early age can reduce the need for more intensive interventions, including special education and related services, in subsequent years.

SEAC also believes that increasing the availability of early learning programs that meet standards set by the Office of Early Learning will create more opportunities for young children with disabilities to have their school readiness needs met in inclusive settings.

Thank you for the opportunity to express our comments. I am happy to answer any questions that you may have.

Respectfully,

Ivalee Sinclair, Chair

March 8, 2013

Hearing on March 13, 2013 at 2:00 P.M.
House Education
Room 309

In support of SB 1093 SD2(sscr591)

To Whom It May Concern:

I humbly ask for your support of SB 1093 SD2(sscr591) because this bill will enable all children access to early learning opportunities the year prior to entering public school kindergarten.

I am principal of Linapuni Elementary School, serving Pre-kindergarten, Kindergarten, and Grade 1 students. Most of our children and families live in the Towers at Kuhio Park, formerly known as Kuhio Park Terrace or Kuhio Homes, public housing projects in Kalihi. Currently, 99% of all children qualify for the federal free or reduced meal program and 78% are identified as students with limited English proficiency.

SB 1093 SD2(sscr591) offers children in our school's geographic area an opportunity to attend a quality early learning program, taught by highly qualified teachers utilizing developmentally appropriate practices in their classroom instruction. The School Readiness program also promotes effective readiness activities to support the educational outcomes of our children on their path towards success in college, career, and citizenship, a priority in the current Board of Education/Department of Education Strategic Plan.

Thank you for allowing me to testify in support of SB 1093 SD2(sscr591).

Respectfully,

Cynthia Sunahara
Principal
Linapuni Elementary School

March 8, 2013

Hearing on March 13, 2013 at 2:00 P.M.
House Education
Room 309

In support of SB 1093 SD2(sscr591)

To Whom It May Concern:

We ask for your support of SB 1093 SD2(sscr591) because this bill will enable our young children access to early learning opportunities the year prior to entering public school kindergarten.

We are staff members of Linapuni Elementary School. Linapuni School serves Pre-kindergarten, Kindergarten, and Grade 1 students. Most of our children and families live in the Towers at Kuhio Park. Currently, 99% of all children qualify for the federal free or reduced meal program and 78% are identified as students with limited English proficiency.

SB 1093 SD2(sscr591) offers children in our school's geographic area an opportunity to attend a quality early learning program, taught by highly qualified teachers utilizing developmentally appropriate practices in their classroom instruction. The School Readiness program also promotes effective readiness activities to support the educational outcomes of our children on their path towards success in college, career, and citizenship, a priority in the current Board of Education/Department of Education Strategic Plan.

Thank you for allowing us to testify in support of SB 1093 SD2(sscr591).

Respectfully,
Linapuni Elementary School Staff

| | |
|------------------|---------------------|
| Junko Ayabe | Shari Kurashige |
| Maria Bautista | Cyra Okamoto |
| Karrie Clark | Virginia Park |
| Gavin Doi | Melanie Sagawa |
| Ann Ford | JoAnn Sugiyama |
| Mark Hirata | Jodi Tom |
| Tiffany Hirota | Colleen Uejo |
| Kathryn Inouye | Michele Uwaine |
| Karen Kimura | Sandra Villamil |
| Suzanne Kobatake | Henrietta Yamaguchi |

TESTIMONY

S.B. 1093 SD 2

RELATING TO SCHOOL READINESS

Testimony Presented Before

House Education Committee

March 13, 2013, in Conference Room 309 @ 2:00pm

by Dr. Kanoe Nāone, Chief Executive Officer, INPEACE

INPEACE, the Institute for Native Pacific Education and Culture, **supports S.B. 1093 SD 2 with amendments.** We request amendments in Section 2.

In Section 2 (b) (2): “A parent or guardian of a child enrolled in the program shall share in the costs of the program by volunteering daily in the case of family child interaction programs or through a co-payment according to a sliding fee scale that is based on need and through fulfillment of family participation requirements, as established by rule.”

and in Section 2 (c) (1):

“Eligible providers shall: (1) Either be the department of education, or an entity licensed by the department of human services to provide childcare under part VIII of chapter 346 or licensed exempt family child interaction learning programs; and (2) Meet program standards established by rule that are appropriate for the selected settings represented within the school readiness program, which shall include qualifications for staff who work with children and data collection regarding participating children. The office may provide support to providers to meet these standards.”

We believe an equitable early learning system is of critical importance to the success of our children and the future of our state. The elimination of Junior Kindergarten will affect more than 5,100 children in our communities, with the largest impact being on those most at risk and who will not have access to preschool or early education before entering kindergarten. Family child interaction learning programs have proven they have the ability to meet the needs of those families and children most underserved. By only having licensed childcare and licensed family child care as a part of the delivery system, we are creating 1) an inequitable and more costly model; 2) privileging child care over family child interaction learning programs and home-visiting models and; 3) limiting the access of the most vulnerable children in our state to school readiness further exasperating the chances those children will have to be successful in school.

Working with multiple organizations and agencies to offer a range of early learning programs that meet different needs and values will ensure that our efforts serve the community more broadly and support the success of our most at-risk children. The system should provide all families—regardless of income or background—with culturally responsive, high-quality early learning opportunities that enables healthy, successful development, and the ability of each child to reach their full potential. Children are born ready to learn with minds shaped by experiences and environments in the first five years of life. Studies continue to prove that children who do not attend early learning programs are more likely to fall behind in school, dropout from high school and earn less in the workforce.

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 19 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 programs making it a viable option for school readiness.

TESTIMONY FROM: Amy D. Kalili, Executive Director, Makauila, Inc.

ON: S.B. 1093 S.D. 2, Relating to School Readiness

BEFORE THE: House Committee on Education

HEARING DATE: Wednesday, March 13, 2013

TIME: 2:00 p.m.

LOCATION: State Capitol, Room 309

POSITION: SUPPORT with Amendments

Aloha mai e ka Lunaho‘omalau ‘o Roy Takumi a me ka Hope Lunaho‘omalau ‘o Takashi Ohno a me nā lālā a pau o ke Kōmike Ho‘ona‘auao o ka ‘Aha Lunamaka‘āinana.

‘O au ‘o Amy Kalili e hāpai ana i ko‘u kāko‘o, me nā loli ho‘i, i ka pila ‘o SB1093, kāmua 2.

My name is Amy Kalili and I appreciate this opportunity to express my support of SB1093 SD2 with amendments. I am the Executive Director of Makauila, a non-profit organization formed in early 2010 out of a desire and need to continue producing high-quality multimedia content to serve the needs of our community, with a special emphasis towards normalizing the Hawaiian language and perspective in media. The genesis of these efforts to use the power of media to normalize our ‘ōlelo Hawai‘i in media is rooted in the tireless efforts of the ‘Aha Pūnana Leo (‘APL), the non-profit organization that has spear headed the Hawaiian language revitalization movement and is celebrating its 30th anniversary this year.

Providing a statewide school readiness program is paramount to improving the long-term academic success of Hawai‘i’s students. And in line with the State’s long-standing statutory support of providing educational opportunities in both of the State’s official languages, it is equally important that these school readiness measures support efforts allowing for early childhood initiatives for those families choosing to raise and educate their keiki in our ‘ōlelo Hawai‘i. The amendments being proposed by the ‘Aha Pūnana Leo, a leader – locally, nationally and internationally – in the Hawaiian and Native Language medium education movement will ensure this.

The Pūnana Leo preschools are the foundation for this highly acclaimed system and the impetus for a growing movement, normalizing our ‘ōlelo Hawai‘i – one of our State’s two official languages – not only in education, but in a growing number of sectors in society, including our own endeavors in media.

I humbly ask you to consider and apply these amendments to this bill, ensuring that our ‘ōlelo Hawai‘i is provided its due place in our educational system.

Mahalo nui for this opportunity to submit testimony.



FATHI BASED EARLY LEARNING COALITION

March 12, 2013

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

Hearing on Wednesday, March 13, 2013 at 2:00 p.m.

We the members of the Faith Based Early Learning Coalition provide families with an option to freely express and share their values and beliefs in manner in which they are comfortable. As we are encouragers of early education and representatives of faith based early education, **we are in support of the Senate Bill 1093 and 1095 with strong reservations .**

We would like the opportunity for Faith Based Early Learning Centers to participate without excluding our faith. Private Faith Early Learning Centers consist of approximately 50% of the private preschool community and comprise over 50 % of the needed capacity spaces. We desire that families have diversity in choosing the foundation for their children's early learning experiences.

Thank you for the opportunity to submit our testimony of Senate Bill 1093 and 1095.

Sincerely,

Cynthia Bortfeld, Director
Angela Calhoun, Director
Marie Hook, Director
Kathryn Nishie, Director
Missy, Director
Tamwat Shiuking, Director
Toni Respicio Director
Char Sato, Director
Kalei DeMello, Director
Joy Addiss, Director
Cassie Tolentino, Director
Wailani Robins, Director
Jennifer Bryant, Director

The Toddler Program
All God's Children Preschool – Molokai
Central Union Preschool
Christian Academy
Good Samaritan Preschool
Good Shepherd Preschool
Haleiwa Baptist Preschool
Hawaii Kai Baptist Preschool
Holy Family Early Center
Kalihi Union Church Preschool
Kapahulu Bible Preschool
Kawaihao School
Ke Aloh Ho'okahi Preshool

Leilani Tanaka, Director
Marilyn Payapaya, Director
Fudge Fajardo, Director
Rebecca McGuire, Director
Nancy Moore, Director
Katie Mullis, Director
Danette Abe, Director
ChinDee Enos, Director

Makiki Christian Church Preschool
Manoa Valley Church Preschool
Mililani Baptist Preschool
Olivet Baptist Preschool
Pali Preschool
Pali View Baptist Preschool
Waiālae Baptist Preschool
Waolani Judd Nazarene School



1806 South King Street, Suite 30 | Honolulu, HI 96826 | Ph: (808) 942-4708 | haeyc@hawaiiayc.org

Rep. Roy Takumi, Chair
Rep. Takashi Ohno, Vice Chair
HOUSE COMMITTEE ON EDUCATION

From: Katherine Murphy, Executive Director
Hawaii Association for the Education of Young Children (HAEYC)

Date: Wednesday, March 13, 2013

Subject: SB 1093, SD2, Relating to School Readiness

Hawaii'i Association for the Education of Young Children (HAEYC) supports the intent of SB 1093, SD2. We understand that this is being introduced as a way to serve children before the constitutional amendment is proposed and hopefully passed, but the emphasis on high quality early childhood care and education is missing from this bill.

HAEYC is advocating for high quality programs/schools that are ready for all children (which includes well-prepared, adequately compensated teachers), addressing the whole child (which includes physical and mental health as well as the child's family), and public-private partnerships to provide a variety of programs that will meet the variety of needs. Some families have the resources to provide stimulating, healthy experiences for their young children. Others need varying levels of assistance to do this.

We acknowledge the vision and courage it takes for legislators to enact laws that will come to full fruition after they leave office. Investing in early childhood development and education will be a lasting legacy.

HAEYC would like to continue to be a positive contributor to ongoing policy conversations about Hawaii's children. Our volunteers and staff would be happy to provide you with more information to facilitate your decision-making. Please contact us at (808) 942-4708 or haeyc@hawaiiayc.org.

HAEYC represents nearly 1,000 members who are early childhood development and educational professionals across the state.

HAEYC's mission is to promote, support, and expand quality and professionalism in early childhood programs and services for Hawaii'i's children (0-8) and their families.

HAEYC's position statement on early childhood program quality can be found on the following page.

Mahalo for the opportunity to testify on this measure.

Katherine E. Murphy
Executive Director
HAEYC



HAEYC POSITION STATEMENT ON EARLY CHILDHOOD PROGRAM QUALITY 2013

Hawai'i AEYC's mission is to promote, support and expand quality and professionalism in early childhood programs and service for Hawai'i's children (Birth-8) and their families.

Vision: HAEYC is the leading voice for high quality early learning opportunities for all children in the state of Hawai'i.

HAEYC supports for all children and families:

- Access to adequate nutrition, shelter, and health care
- Access to child development information and family support

Substantial research indicates that *high quality* early childhood programs are what make a lasting difference in children, especially children at risk. Quality: Excellence, superiority (Webster's dictionary)

Indicators of quality in early childhood programs:

Children:

- Have positive experiences in the setting they're in (center-based, family child care, family-child interaction learning)
- Have opportunity for PLAY indoors and out
- Have positive relationships with the adults in the program

Teachers:

- Build warm, responsive relationships with children and families
- Know child development information that they apply to their work
- Have administrative and specialist's support when facing challenging behaviors with children or adults
- Know the community resources available and refer families as appropriate
- Have access to ongoing professional development
- Are equitably compensated for their education, experience, and effectiveness

Families:

- Have access to child development information to strengthen their role as the primary influence in their child's life.
- Are kept informed, updated, and included on their child's progress
- Have access to community resources that can provide support in their specific situation
- Are acknowledged and supported as the primary influence in their child's life

Program administrators:

- Have access to financial and community resources that leverage and maximize impact on children and families.
- Have access to ongoing professional development grounded in best practices
- Understand and support the importance of the administrator's role in implementing high quality programs.

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 3:17 PM
To: EDNtestimony
Cc: mitch@kaneoheranch.com
Subject: *Submitted testimony for SB1093 on Mar 13, 2013 14:00PM*

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|-----------------------|---------------------------|---------------------------|
| H. Mitchell D'Olier | Kaneohe Ranch Company | 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.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov



HAWAII CATHOLIC CONFERENCE
6301 Pali Highway
Kaneohe, HI 96744-5224



ONLINE SUBMITTAL
Hearing on Wednesday, March 13, 2013, Room #309

DATE: March 9, 2013
TO: House Committee on Education
Rep. Roy Takuma, Chair
Rep. Takashi Ohno, Vice-Chair

From: Walter Yoshimitsu, Executive Director of the Hawaii Catholic Conference
Re: **Support Intent** of SB 1084 SD1 Proposing An Amendment To Article X, Section 1, Of The Hawaii State Constitution To Permit The Appropriation Of Public Funds For Private Early Childhood Education Programs
Oppose SB 1093 SD2 Relating to School Readiness
Oppose SB 1095 SD2 Early Childhood Education

The Hawaii Catholic Schools and the Hawaii Catholic Conference applaud Gov. Neil Abercrombie's desire for a private-public partnership to provide non-compulsory quality pre-school education in Hawaii. However, we have serious concerns about his plan's facilitation and implementation.

Our concerns are based on the well-known principles which, in general, curtail the public funding of faith-based schools.

Understanding this, the governor suggests that faith-based schools, in order to qualify for funds, could, among other things, separate secular and religious curriculums. However, this is not possible in Hawaii's Catholic schools where religion is an integral part of the educational philosophy and environment at every level and in every subject.

Therefore, while we would welcome the opportunity to expand our reach, we cannot do it at the cost of curbing our Catholic identity and message.

However, other ways exist for the governor to achieve his goals while avoiding these restrictions on public funds. Educational vouchers and tax credits for parents would make private preschools more accessible and affordable while affirming the parents' right to educate their children in the manner that best suits them. We would welcome adding these alternatives to the governor's plan.

For these reasons, we are philosophically in support of the intent of SB1084 SD1, but oppose SB1093 SD2 and SB1095 SD2.

Mahalo for opportunity to testify.

March 13, 2013

starwood
Hotels and
Resorts

2155 kalakaua avenue, suite 300
honolulu, hi 96815
united states

To: Honorable Roy Takumi, Chair
Honorable Takashi Ohno, Vice Chair
House Committee on Education
Hawaii State Capitol; 2:00 p.m.

Re: **Support for SB1084 SD1, SB1093 SD2, and SB1095 SD2, Relating to Early
Childhood Education and School Readiness**

Aloha Chair Takumi, Vice Chair Ohno and Committee Members:

As a member of the Be My Voice Campaign, which strives to provide a stronger future for Hawai'i's keikis, mahalo for the opportunity to submit testimony in support of Senate Bills 1084 SD1, 1093 SD2, and 1095 SD2.

These three bills collectively help to ensure that Hawai'i families will have access to high-quality early learning programs that help children enter school ready to learn and succeed. SB1084 SD1 proposes a constitutional amendment to allow public funds to be appropriated to support private early childhood education programs as provided by law. Both SB1093 SD2 and SB1095 SD2 would provide families with greater access to high-quality early learning programs and also have the potential to alleviate financial burdens associated with early childhood education costs, which averages \$720/month per child for preschool in Hawai'i.

Hawai'i is one of 11 states without a state-funded preschool. Yet many studies prove how our state is in dire need of quality early learning opportunities for our keiki. Statistics as of 2011, show that less than half of Hawai'i's public school kindergarten children attend preschool; only one out of five kindergarten classes have the majority of their students entering school with essential reading and math skills; and one out of three children is not reading at 3rd grade level. This means that our state education system must provide intervention to bring students up to grade level with their counterparts who have had school-readiness/early learning programming. Establishing increased access to high-quality early learning programs can change this.

Finally, we know from brain research that 85 percent of human brain development happens before age five and that, between the ages of three and 10, a child's brain is 2 1/2 times more active than an adult's. We also know from national and local studies that attending preschool prepares children for learning and can reduce the need for special education services. The 2008 study of the "Economic Benefits of Investments in Early Education for Hawai'i" showed that for every \$1 our state invests in a quality four-year early learning program, we will see a return of \$4.20.

The evidence to support these bills is overwhelming and the cost benefits to making these investments will clearly reap positive returns to our state's economy. Quality early learning—preparing ALL children to be ready for school—should be a priority for our state. It's time we make these investments to sustain our future.

For these reasons, I respectfully urge the committee's support for these bills.

Sincerely,

Keith Vieira
Senior Vice President of Operations
Starwood Hotels and Resorts - Hawai'i and French Polynesia



*In the spirit of 'ohana,
we are all parents
of the children of Hawai'i*

Parents for Public Schools of Hawai'i
2850 Kahawai Street
Honolulu, HI 96822

Phone: 375-3917

Email: ppshi.org@gmail.com

House Committee on Education

March 12, 2013

Dear Chair Takumi, Vice Chair Ohno, and Committee Members:

This testimony is submitted in strong support of Senate Bills 1084 SD2, 1093 SD2, and 1095 SD1.

Parents for Public Schools of Hawai'i (PPSHI) is the Hawai'i chapter of the national organization Parents for Public Schools. We are a non-profit organization that strives to engage parents, students, and community members across the State in supporting enriched and quality public education through (1) effective communication between families, community, and schools, (2) greater awareness of educational policies and practices, (3) community involvement in education and decision making that promotes school support, improvement, and student achievement, and (4) accurate media representation of public education.

We believe that in the importance of quality early education programs in order to give all of our youngest students the opportunity to be successful when they enter the classroom. Unfortunately a large percentage of children currently entering kindergarten in Hawai'i come to school without the benefits and skills that a great preschool experience provides. Children with limited social skills such as cooperation and following directions have delays in adjusting to a classroom environment and learning in a group setting. Those with underdeveloped fine and gross motor skills lag behind their peers from the start and are not ready to engage in writing and academic tasks.

Passing these bills will ensure that many more of our children will be successful in a school environment, be able to develop feelings of competency, and a love of learning. We urge you to make the commitment to our children's futures by passing these bills.

Thank you for your consideration,

Aloha,

Lois A. Yamauchi
President, Parents for Public Schools Hawai'i

Testimony to the House Committee on Education**Wednesday, March 13, 2013****2:00 p.m.****Conference Room 309**

Senate Bill 1084 SD1: Proposing an amendment to Article X, Section 1, of the Hawaii State Constitution to permit the appropriation of public funds for private early childhood education programs

Senate Bill 1093 SD2: Relating to School Readiness

Senate Bill 1095 SD2: Relating to Early Childhood Education

Re: Testimony in strong support of the above bills

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

My name is John Dean, President and CEO of Central Pacific Bank (CPB). CPB is a Hawaii based financial institution with over \$4.4 billion in assets and 900 plus employees. Providing a full range of banking, investment and trust services. The bank and its employees also have a long and proud history of giving back to the communities in which we work, live and raise our families.

We strongly support Senate Bills 1084 SD1, 1093 SD2, and 1095 SD2. Our community needs to invest early in a child's life, when the brain is undergoing tremendous growth. Beginning school at an early age is one important key to making them successful in our businesses and in our community. Hawaii's ability to compete in a global economy starts with employees who have been provided the tools to do so and it all begins at a very early age.

In 2008, the Hawaii Economic Benefits Study of early education for Hawaii noted that for every \$1 Hawaii invests in a quality four-year early learning program, the state receives a return of \$4.20. This return is calculated from less spending on special education, grade retention, and future social services –such as incarceration - plus a more productive, higher paid workforce contributing positively to the state economy.

Central Pacific Bank believes that every child should be given the opportunity to succeed and that this begins with early childhood programs. We urge passage of all three measures.

Thank you very much for the opportunity to testify.



PROTECTING HAWAII'S OHANA, CHILDREN, UNDER SERVED, ELDERLY AND DISABLED

P13:018T:LKR

March 12, 2013

Board of Directors

*Howard Garval, Chair
Nanci Kreidman, Vice Chair
Joanne Lundstrom, Vice Chair
Jerry Rauckhorst,
Secretary & Treasurer
Susan Chandler
Liz Chun
Jan Dill
Victor Geminiani
Marya Grambs
Kathi Hasegawa
Robert Piper
Ruthann Quitiquit
Alan Shinn
Laura Smith*

TO: Representative Roy Takumi, Chair
Representative Takashi Ohno, Vice Chair
Members, Committee on Education

FROM: Laura Kay Rand, Interim Executive Director, PHOCUSED

HEARING: Committee on Education
March 13, 2013 at 2:00 p.m.

Testimony in Support of SB1093, Relating to School Readiness

Thank you for the opportunity to provide testimony in support of SB1093, which establishes the School Readiness program. PHOCUSED is a coalition of health, housing, human services agencies and individual advocates voicing the needs of the marginalized and underserved in Hawaii.

School readiness is a key aspect of child development. Stakeholders agree that a child's future academic success is dependent on being ready to learn and participate in a successful kindergarten experience. This would include a child's attainment of a certain set of emotional, behavioral, linguistic, social and cognitive skills needed to learn, work and function successfully in school.

Further, supporting school readiness prior to a child entering the educational system helps level the socio-economic realities in our community. A school readiness program means that children in low-income families will have access to high-quality child development programming that would otherwise be out of reach. Without this access children from low-income families are less likely to have the supports necessary for healthy growth and development, resulting in lower abilities at school entry.

I urge your support of SB1093. We appreciate the opportunity to testify in support of this measure.

Sincerely,
Laura Kay Rand
Interim Executive Director



TESTIMONY OF TRUSTEE DANIEL C. AHUNA III

SB 1093 SD 2

RELATING TO SCHOOL READINESS

House Committee on Education

Wednesday, March 13, 2013, 2:00 pm
Conference Room 309

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

I am Dan Ahuna and I write today in support of SB 1093 SD 2. My support today is in my capacity as an individual member of the Office of Hawaiian Affairs (OHA) Board of Trustees, representing Kaua'i and Ni'ihau.

This bill would establish a statewide school readiness program to prepare young children for entry into kindergarten. Together with SB 1084 SD1 and SB 1095 SD2, the other two bills on this agenda, these are the components necessary to establish a high-quality early learning system for the future of Hawai'i – our keiki.

As a former teacher and charter school leader, I know how important it is to lay a solid foundation so that our youth will have every opportunity afforded to them for success later in life. In education, that means access to early childhood education before kindergarten. Doing so better prepares keiki for the academic, social, and cultural rigors they will face throughout their academic career and in life.

According to research, a child who is not prepared for kindergarten prior to entry is more likely to end up in the criminal justice system as an adult. In my own work with adjudicated youth, I know this to be true. OHA's own research study has also shown that our Native Hawaiian beneficiaries, who are 24 percent of the general population, comprise 39 percent of incarcerated individuals. This is especially concerning in light of data that shows in some districts, almost 60 percent of Native Hawaiian children did not attend preschool before entry into kindergarten. Quite simply, we are falling short in getting our keiki off to a good start, and our Native Hawaiian keiki in particular.

In order for us to address this growing problem, it is imperative that we change the current system by investing in our keiki and the future of Hawai'i nei. Therefore, I again urge you to pass SB 1093 SD 2.

Mahalo nui loa for the opportunity to testify.

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 11, 2013 3:11 PM
To: EDNtestimony
Cc: alika@ahapunanaleo.org
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/11/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Alika McNicoll | Individual | Support | No |

Comments: Aloha Chair, Representative, Roy Takumi, Vice Chair Representative, Takashi Ohno and members of the Committee on Education My name is Alika McNicoll. I urge you to support the specific amendments submitted by 'Aha Pūnana Leo that address (1) Hawai'i's two official languages; and (2) quality standards through the laboratory school program of the University of Hawai'i's Hawaiian language college. The Pūnana Leo has done an incredible job over the last 30 years in bringing to the forefront a vision of a vibrant living Hawaiian language, first through the creation of its preschools to supporting the growth vertically for a P-20 Hawaiian Medium Education System. HRS 304A-1301 establishes the Hawaiian language college and a laboratory school program as a function of the college. The Pūnana Leo schools are laboratory schools of the college. The Pūnana Leo receives Hawaiian language early education and care support from the college. The proposed amendments remove barriers to participation in the state's initiatives for Hawaiian medium preschools, which lack access to resources and support easily accessible to mainstream English medium preschools These amendments are necessary for the inclusion of the Pūnana Leo in a state initiative without jeopardizing the goal of the program that is to promote, protect and revitalize Hawaiian. Thank you for the opportunity to submit testimony. Mahalo nui

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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Jenna Takenouchi

From: Amber Guillory Richardson [amberguillory@hotmail.com]
Sent: Tuesday, March 12, 2013 12:15 PM
To: EDNtestimony
Subject: Testimony of Amber Richardson to House Committee on Education

Testimony of Amber Richardson
In Support with Comments on
S.B. 1093 SD2, Relating to School Readiness &
S.B. 1095 SD2, Relating to Early Childhood Education
House Committee on Education
Date: March 13, 2013, Time: 2:00pm, Room: 309

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

I am submitting my testimony on both Senate Bill 1093 SD2 and Senate Bill 1095 SD2. While I am in favor of the legislation that is being presented today, I would like to ensure that specific language is added in order to include and protect *Family Child Interaction Learning (FCIL)* programs as a designated setting for family choice. FCIL programs are license-exempt preschool programs that offer parents the opportunity to attend school with their child. Our programs take place in churches and schools, and look just like center-based preschools. They focus on social and emotional development as well as prepare our children for Kindergarten.

I would also like to ensure that the language in the bill reflects that home visiting programs also be included. I would also like to see that standards for the early learning program are appropriate for the selected setting and that parents or guardians of a child enrolled in the program can share in the costs of the program by volunteering daily.

I believe that FCIL programs like INPEACE Keiki Steps provide a cost-effective way of educating both the keiki in our communities, but also their parents and caregivers, who will ultimately provide those keiki with a support system throughout their lives beyond the scope of what any one teacher will be able to provide them. Hawaii has the opportunity to be on the cutting edge of parent engagement and community development efforts through championing FCIL programs as one choice that can not only transform the education that children in our communities receive, but can strengthen families and our society as a whole.

By including FCIL programs in this legislation, we are keeping safe a viable option in the early learning experience for the keiki of Hawai'i. With research showing greater family involvement being linked to improved verbal, motor and adaptive skills, the benefits of this program that support more than **25,000 children** and families annually needs to be taken into account while designing this legislation. We need to see FCIL programs as part of the first year early learning plan and included as another viable option with the launch of the school readiness program.

Mahalo for the opportunity to testify on these bills, and I hope that you continue to move forward with this vital legislation.

Sincerely,

Amber Richardson
amberguillory@hotmail.com

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 11:02 AM
To: EDNtestimony
Cc: astone001@yahoo.com
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Anne Stone | Individual | Comments Only | No |

Comments: I am fully in support of providing funds for early childhood education it can only benefit our community as a whole. I would like to encourage the committee to amend the language of the bill to include parity for Hawaiian language medium of instruction schools. Second language acquisition can only be a benefit to our children, creating more synapses in the brain, expanding their world views to include more than just a typical 'American' education. And what better way to preserve, calibrate, and grow what makes Hawai'i - Hawai'i, by expanding, or at least truly making equal access to learning the Hawaiian language.

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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Testimony of _____

In Support of bills

S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education
Date: Wednesday, March 13, 2013
Time: 2:00pm
Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because: I am a mother of two, and I support initiatives to improve the quality of care for our keiki.

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Name: ___Ashley de Coligny_____

Ph or Email: _ashleyut@hotmail.com_____

Signature: _Ashley de Coligny_____

Jenna Takenouchi

From: EDU Testimony
Sent: Tuesday, March 12, 2013 9:18 AM
To: EDNtestimony
Subject: FW: S.B. 1093 SD2 Related to School Readiness S.B. 1095 SD2 Related to Early Childhood Education & S.B. 1084 SD1 Related to Constitutional Amendment

From: Audrey Kido [<mailto:aujkido@aol.com>]
Sent: Tuesday, March 12, 2013 2:22 AM
To: EDU Testimony
Subject: S.B. 1093 SD2 Related to School Readiness S.B. 1095 SD2 Related to Early Childhood Education & S.B. 1084 SD1 Related to Constitutional Amendment

Testimony of Audrey Kido

In Support of bills
S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education
Date: Wednesday, March 13, 2013
Time: 2:00pm
Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because:

I have just one grandchild, Samantha Shiroma, who is three-and-a-half years old. After thirty-two years of working in the Department of Education, as an elementary school teacher, I couldn't wait to retire to babysit her. Over the last three years we have been so very blessed to have been able to attend Families For Real classes in Kaneohe and Tutu & Me Travelling Preschool classes in Kahaluu. What a joy it's been for me to hold her hand, to go to classes with her and to watch her grow and learn something new every day. As much as I have so thoroughly enjoyed going to school with her, Sammie is just so ready for more. She is ready to practice school without me...to learn how to share, take turns, how to stand in line, how to sit and listen to a story, how to make and be a friend....she's ready to begin learning those most important life lessons.

So, although her parents will certainly sacrifice financially; in fact, they will pay over \$600 a month for a half-day at preschool, we know that Samantha so needs and deserves to go to preschool. We want to know that Samantha has been given every opportunity, every chance for a happy and successful beginning in kindergarten that will hopefully continue throughout her elementary school years.

But today, I am asking for more. Today, I am speaking on behalf of all the moms and dads out there who are unable to be here because they are working, struggling to make ends meet. I know that they, too, would want their children to have a good start in school and in life. So, on behalf of educators, parents, and our keiki, I humbly ask for your careful consideration of these three bills because I firmly believe that every keiki deserves a good beginning.

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Name: Audrey Kido

Ph or Email: 808-542-6059, aujkido@aol.com

1186 Punua Place

Kailua, Hawaii. 96734

Sent from my iPad

Jenna Takenouchi

From: Christy Ryan [Christy.Ryan@ricoh-usa.com]
Sent: Tuesday, March 12, 2013 1:11 PM
To: EDNtestimony
Subject: S.B. 1093 SD2, S.B. 1095 SD2, S.B. 1084 SD1
Attachments: Christy Ryan Testimony - Education Committee.pdf

Testimony of Christy H. Ryan

In Support of bills
S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education
Date: Wednesday, March 13, 2013
Time: 2:00pm
Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education. I've also attached my signed testimony.

I am a strong supporter of this legislation because I am a parent of a child who will not be able to start Kindergarten at the age of 5, because she was born on August 28th. She will be the age of 6 when she gets to start Kindergarten, which will dramatically delay her start in education with all the other children her age. It will also mean more childcare or preschool cost burdens for another full year for us and everyone concerned. She is already looking forward to going to school with her older sister, but won't be able to, for an extra year. Instead of an age cutoff, there should be options like some sort of testing to see how ready they are.

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Christy H. Ryan
808-554-8829

Testimony of Colleen Miyashiro

In Support of bills
S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education
Date: Wednesday, March 13, 2013
Time: 2:00pm
Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because as a Mother, Grandmother and Social Worker working for a homeless shelter have firsthand knowledge of how important Early Childhood Education is for our future generations. From personal experience I have met numerous children that will be greatly impacted negatively if we do not support this bill.

Please do not make a mistake today that will cause us much regret in the future causing increase in criminal activity and imprisonment.

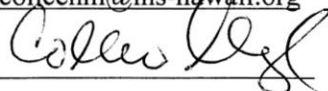
Please support early education for a prosperous future of happy, well adjusted, contributing members of society.

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Name: Colleen Miyashiro

Ph or Email: colleenm@ihs-hawaii.org

Signature: 

Creshendle Kennedy
3057 Calamondin Way
Honolulu, HI 96818
Creshendle@hotmail.com

February 13, 2013

To: Chairman Jill N. Tokuda
Vice Chairman Michelle N. Kidani
And members of the Senate Committee on Education

From: Creshendle Kennedy

RE: SB 1093, Relating to School Readiness- SUPPORT

Chair, Vice-Chair, and members of the Senate/House Committee on February 13, 2013, I am testifying in strong support of SB 1093.

I, Creshendle Kennedy am a current Social Work student at University of Hawaii Manoa. I am in support of SB 1093 related to school readiness. I believe early childhood readiness should be emphasized in all states and communities including Hawaii. Preparing our children to enter school is detrimental to the learning process. By not equipping Hawaii's keiki with the necessary skills needed for school they will be at risk for falling behind their peers in school. Not only will they be vulnerable to trailing their peers but also be more likely to drop out of high school. Research has shown that early childhood education can bring about positive long term effects such as higher test scores, high achievement test scores and lower rates in repeating grades. Education is the most important and influential thing a child can receive. For this reason, I

strongly support SB 1093 because all children should be entitled to an opportunity for early education.

Thank You for the opportunity to testify.

Sincerely,

/CK/

Creshendle Kennedy

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 8:31 AM
To: EDNtestimony
Cc: dgoya@pidfoundation.org
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Daniel Goya | Individual | Support | No |

Comments: There is an increasing and alarming gap in our education system, early childhood education is seen as the key to unlocking generational poverty. We must better prepare our families for education. The bill should also take into account the effectiveness of Family Child Interactive Learning Programs as they are already embedded in rural and Native Hawaiian communities.

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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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 11:41 AM
To: EDNtestimony
Cc: djmailer@ksbe.edu
Subject: *Submitted testimony for SB1093 on Mar 13, 2013 14:00PM*

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Dee Jay Mailer | | Support | Yes |

Comments:

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 9:16 AM
To: EDNtestimony
Cc: dlching@aol.com
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Donna L Ching | Individual | Support | No |

Comments: Thank you for your support of this important bill. According to Nobel Laureate economist, James Heckman, each \$1 of investment in Early Childhood will save \$7 in other social, education, health and criminal justice expenses. Let's be smart, look at the Big Picture, and stop the Cycle of Rotten Social Outcomes. Mahalo, Donna

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 11:25 AM
To: EDNtestimony
Cc: hana_kepa@yahoo.com
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|----------------------|---------------------|---------------------------|---------------------------|
| Elison Travis-Bagood | Individual | Support | No |

Comments: Aloha, I support this bill, but please amend them to also include children who attend Hawaiian Language pre-schools. My keiki both went to pūnana leo, and I don't see why Kamehameha Schools would receive money, but our school would not, while our keiki do learn Hawaiian, which is an official language of this state. We are pushing forward to educate our children, but let them choose the path that they desire, but we need to give them that equal opportunity. Mahalo, Elison

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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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 9:13 AM
To: EDNtestimony
Cc: eomailani@gmail.com
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Eomailani Kukahiko | Individual | Comments Only | No |

Comments: I would like to support this bill with amendments to include provisions for Hawaiian language medium education at the preschool level as well.

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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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 11, 2013 6:15 PM
To: EDNtestimony
Cc: nellieod@yahoo.com
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/11/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Erin O'Donnell | Individual | Support | No |

Comments: KĀKO'O ME NĀ LOLI (SUPPORT WITH AMENDMENTS) Aloha Chair, Representative, Roy Takumi, Vice Chair Representative, Takashi Ohno and members of the Committee on Education I urge you to support the specific amendments submitted by 'Aha Pūnana Leo that address (1) Hawai'i's two official languages; and (2) quality standards through the laboratory school program of the University of Hawai'i's Hawaiian language college. The Pūnana Leo has done an incredible job over the last 30 years in bringing to the forefront a vision of a vibrant living Hawaiian language, first through the creation of its preschools to supporting the growth vertically for a P-20 Hawaiian Medium Education System. HRS 304A-1301 establishes the Hawaiian language college and a laboratory school program as a function of the college. The Pūnana Leo schools are laboratory schools of the college. The Pūnana Leo receives Hawaiian language early education and care support from the college. The proposed amendments remove barriers to participation in the state's initiatives for Hawaiian medium preschools, which lack access to resources and support easily accessible to mainstream English medium preschools These amendments are necessary for the inclusion of the Pūnana Leo in a state initiative without jeopardizing the goal of the program that is to promote, protect and revitalize Hawaiian. Thank you for the opportunity to submit testimony. Mahalo nui

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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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 11, 2013 8:20 AM
To: EDNtestimony
Cc: hkperreira@gmail.com
Subject: *Submitted testimony for SB1093 on Mar 13, 2013 14:00PM*

SB1093

Submitted on: 3/11/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|------------------------|---------------------|---------------------------|---------------------------|
| Hiapo K. Perreira, PhD | Individual | Support | No |

Comments:

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 11:44 AM
To: EDNtestimony
Cc: i_bagood@hotmail.com
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|------------------------|---------------------------|---------------------------|
| Iokepa Bagood | Hui Mākua o Kawaiaha'o | Support | No |

Comments: Aloha mai kākou, Mahalo for supporting this bill, but please don't forget our keiki who strive to learn their native language each and everyday at Pūnana Leo. These keiki are learning the native language of this land, which is and official language. We are giving them the opportunity to be educated in Hawaiian, which many have not had the opportunity. So please amend this bill, so that we can continue to further educate for generations. Mahalo, Iokepa

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 7:57 AM
To: EDNtestimony
Cc: alikanjazz@yahoo.com
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| jazzlyne lagaret | Individual | Support | No |

Comments: KĀKO‘O ME NĀ LOLI (SUPPORT WITH AMENDMENTS) Aloha Chair, Representative, Roy Takumi, Vice Chair Representative, Takashi Ohno and members of the Committee on Education I urge you to support the specific amendments submitted by ‘Aha Pūnana Leo that address (1) Hawai‘i’s two official languages; and (2) quality standards through the laboratory school program of the University of Hawai‘i’s Hawaiian language college. The Pūnana Leo has done an incredible job over the last 30 years in bringing to the forefront a vision of a vibrant living Hawaiian language, first through the creation of its preschools to supporting the growth vertically for a P-20 Hawaiian Medium Education System. HRS 304A-1301 establishes the Hawaiian language college and a laboratory school program as a function of the college. The Pūnana Leo schools are laboratory schools of the college. The Pūnana Leo receives Hawaiian language early education and care support from the college. The proposed amendments remove barriers to participation in the state’s initiatives for Hawaiian medium preschools, which lack access to resources and support easily accessible to mainstream English medium preschools These amendments are necessary for the inclusion of the Pūnana Leo in a state initiative without jeopardizing the goal of the program that is to promote, protect and revitalize Hawaiian. Thank you for the opportunity to submit testimony. Mahalo nui

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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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 7:54 AM
To: EDNtestimony
Cc: jinybeans@gmail.com
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Jiny Kim | Individual | Support | No |

Comments: I support this bill.

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Dear Rep. Takumi and members of the Committee on Education,

My name is Julie Uyeno-Pidot and I'm a graduate student in the Public Administration Program at the University of Hawaii at Manoa as well as the mother of two young children in our State's public education system. I would like to testify in favor of SB1093 SD2, Relating to School Readiness. Since the Hawaii Department of Education's junior kindergarten program will be eliminated beginning in the 2014-2015 school year, another option must be in place for Hawaii's families. The School Readiness Program--with its emphasis on providing developmentally appropriate education for Hawaii's four-year-olds--will do just that.

Without this program, Hawaii's low and middle-income families will need to keep their four-year-olds at home, since they won't be able to afford to send their children to private preschools. This will likely have a negative impact on their academic performance once they reach kindergarten, which may have detrimental effect on the rest of their educational careers and create difficulty for them when they enter the workforce. All of Hawaii's children deserve to receive a high-quality education. The School Readiness Program would ensure that their academic journey would be off to a positive start. Please keep these ideas in mind when making your decision.

Thank you for your time and consideration.

Mahalo,
Julie Uyeno-Pidot

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 11:37 AM
To: EDNtestimony
Cc: justinepk@gmail.com
Subject: *Submitted testimony for SB1093 on Mar 13, 2013 14:00PM*

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Justine Kamelamela | Individual | Support | No |

Comments:

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 11, 2013 12:20 PM
To: EDNtestimony
Cc: nalu@ahapunanaleo.org
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/11/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|----------------------|---------------------|---------------------------|---------------------------|
| L. Ka'iunалу Barrett | Individual | Support | No |

Comments: Kāko'o!!

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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Testimony of Kaleimomi Cezar

In Support of bills
S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education
Date: Wednesday, March 13, 2013
Time: 2:00pm
Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

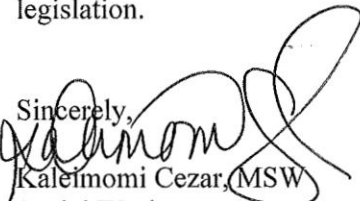
I am a strong supporter of this legislation because:

Early Childhood Education is an important part of each individual's life. As a parent of a 4 year old preschool student enrolled in one of the preschools of the 'Aha Punana Leo, I understand how important it is for young children to experience school readiness and build a strong foundation at an early age. Not only is my family building upon our foundation by giving back to my child's school through helping to clean the school, participate in weekly workshops, family days, and monthly parent meetings, but we are growing as Native Hawaiians in perpetuating our culture and language. It is my commitment to my child that will ensure his success in the future, and supporting legislation for early childhood education and school readiness will not only re-affirm my commitment to my child's education, but also help to provide a foundation for future families of young children 0 – 5 years old.

Prior to my child's enrollment into a Hawaiian Immersion Preschool, my child also attended a center-based child care establishment that also helped to provide my child with the routines, and developmental activities needed to help foster his solid foundation in education. I'm grateful for programs such as the Department of Human Services Child Care Subsidy, Keiki O Ka Aina's HELP for Childcare, and Kamehameha Schools' Pauahi Keiki Scholars which helped me to financially be able to send my child to both of the preschool environments that he attended. But I worry for those parents who can't afford to send their children to preschool or who don't qualify for child care subsidies or financial aid like I was able to. It is imperative to find a place for the children of families who will have to send their children to preschool for another year, and whose children will be almost 1 year older than their counterparts when they do start Kindergarten, especially since paying for another year of preschool can be, often times detrimental to families due to the high cost of living in Hawaii.

My only suggestion to these bills is to also include more cultural based learning for Native Hawaiian families so that they can build upon their foundation and perpetuate their culture through language and/or cultural based activities that involve the 'aina. I am very grateful to be a recipient of the Pauahi Keiki Scholars program which provides place based learning workshops through Keiki O Ka Aina for families to learn about poi pounding, lomilomi, la'au lapa'au, etc. I believe that in addition to a strong educational foundation, the family also needs to be able to build upon their foundation through place-based workshops to promote family well-being and commitment to one another, because your family is your biggest supporter through both the good times and the bad times.

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Kaleimomi Cezar, MSW
Social Worker
Parent of 4 year old

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 7:52 AM
To: EDNtestimony
Cc: daintydoughnuts@gmail.com
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Katherine Arrayan | Individual | Support | No |

Comments: KĀKO‘O ME NĀ LOLI (SUPPORT WITH AMENDMENTS) Aloha Chair, Representative, Roy Takumi, Vice Chair Representative, Takashi Ohno and members of the Committee on Education I urge you to support the specific amendments submitted by ‘Aha Pūnana Leo that address (1) Hawai‘i’s two official languages; and (2) quality standards through the laboratory school program of the University of Hawai‘i’s Hawaiian language college. The Pūnana Leo has done an incredible job over the last 30 years in bringing to the forefront a vision of a vibrant living Hawaiian language, first through the creation of its preschools to supporting the growth vertically for a P-20 Hawaiian Medium Education System. HRS 304A-1301 establishes the Hawaiian language college and a laboratory school program as a function of the college. The Pūnana Leo schools are laboratory schools of the college. The Pūnana Leo receives Hawaiian language early education and care support from the college. The proposed amendments remove barriers to participation in the state’s initiatives for Hawaiian medium preschools, which lack access to resources and support easily accessible to mainstream English medium preschools These amendments are necessary for the inclusion of the Pūnana Leo in a state initiative without jeopardizing the goal of the program that is to promote, protect and revitalize Hawaiian. Thank you for the opportunity to submit testimony. Mahalo nui

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 10:55 AM
To: EDNtestimony
Cc: kauanoehawaii@hawaii.edu
Subject: *Submitted testimony for SB1093 on Mar 13, 2013 14:00PM*

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Kauanoehawaii | Individual | Oppose | No |

Comments:

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Testimony of Sandra Ann Kauionalani Pratt

In Support of bills

S.B. 1093 SD2 Related to School Readiness

S.B. 1095 SD2 Related to Early Childhood Education

& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education

Date: Wednesday, March 13, 2013

Time: 2:00pm

Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because I am a parent of a late born 4 year-old child and care deeply about the future of other parents and their children. As a single parent, navigating our state's current early childhood educational system has been difficult for several reasons. Access to high quality early learning experiences is very expensive, especially because we are on a limited budget. These quality opportunities are limited as well, most of which are at capacity. I attribute these challenges to the lack of state support. Parents and their young children should not have this problem if we truly have the objective to see our children succeed long term. The issue here is our K-12 system expects our children to be prepared to enter into kindergarten ready to sit in a classroom, write worksheets and learn. The reality of this situation is much of these kindergarteners are not prepared to do these very basic skills because they have not attended or received high quality early learning experiences. Although my son is able to enter kindergarten next year, I am not sending him because he is not ready for it emotionally, physically and socially. He deserves an additional year of preschool to develop to his full potential. What that means for us is we will have to again make several sacrifices in order to pay the \$8,000 tuition for preschool. The financial burden on our family has been significant. My story represents many in our state. I have had to scrimp, save and live with my family in order to afford preschool. I work and I am a student and receive no financial support from the state or any public agency. I pay my fair share of taxes. Education has been a priority for us. I am committed to finding opportunities for my child because I understand the value of early childhood education in preparing him for kindergarten and the world. However, I know many parents who have struggled with these same challenges almost to the point of giving up. If I had a choice, I would have loved for our family to attend a family-child interaction program because it aligns with our cultural values. Unfortunately, we were are not able to due to my working schedule instead we have had to access center-based care because it is the only option right now that can meet the needs of our family. I believe children have the right to multiple pathways to success in different settings (i.e. family child interaction learning, center based, home visiting). No parent or child should ever have to struggle as I have in finding opportunities for my son. This process should not be difficult. All children in our state deserve a chance to succeed. It's critical that you, as our trusted leaders, make our youngest children a priority and support these bills. These children are the future of our state and we are responsible to provide the very best education for them. Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Sandra Ann Kauionalani Pratt
Mom of preschooler

To: The Honorable Roy M. Takumi, Chair
The Honorable Takashi Ohno, Vice Chair
Members of the House Committee on Education

Date: Wednesday, March 13, 2013
Time: 2:00 p.m.
Place: Conference Room 309, State Capitol
From: Kea Kalā
Re: Testimony in **SUPPORT WITH AMENDMENTS** of:
S.B. No. 1093 SD2
S.B. No. 1095 SD2

This testimony is to my show support to S.B. No. 1093 SD2 and S.B. No. 1095 SD2 **with the amendments** proposed by the 'Aha Pūnana Leo, Inc to ensure that education provided through the Hawaiian language medium is afforded the same rights and privilege as its English counterparts.

Mahalo for allowing me to submit this testimony.


Kea Kalā
Keakala89@yahoo.com

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 9:16 AM
To: EDNtestimony
Cc: kalehuakrug@gmail.com
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Kalehua Krug | Individual | Comments Only | No |

Comments: I will support this legislation if it will be resourcing programs taught through both languages of the State of Hawai‘i; ‘Ōlelo Hawai‘i and English.

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.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

Jenna Takenouchi

From: Kiana Shiroma [kianak@hawaii.edu]
Sent: Tuesday, March 12, 2013 12:31 PM
To: EDNtestimony
Subject: Testimony

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

Please allow me to introduce myself. My name is Kiana Shiroma.

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education on behalf of my three-year old daughter, Samantha Shiroma.

My husband, Grant Shiroma, and I were born and raised in Kailua. We are the proud products of the public education system here. I am actually still a student, as I am a PhD student in Educational Administration at the University of Hawaii at Manoa (UHM). I also work at UHM as an academic advisor for the Honors and Regents and Presidential Scholars Programs. Grant works in construction. Both of us have been working for the same employers for over 10 years. Although we were well aware of the extremely high cost of living here on the Windward side, there is no where else in the world where we would rather be or raise our daughter in.

Being the planner that I am, we married soon after I earned my M.A. in Speech in 2008 and gave birth to Sammie in 2009. Shortly after, we bought a small townhouse in Kahaluu. Fortunately, my mother retired to watch Sammie and is still doing so today. During this time, we have been saving up money, not to pay for college, but to save for one year of preschool for Sammie! This has been extremely hard to do, especially this past year, when Grant was unexpectedly laid off for over three months. To be able to earn more money, I have been teaching Honors courses during the summer, which unfortunately means less time I have to spend with Sammie.

Imagine my horror when I found out that Sammie is now unable to attend kindergarten for another year of paying more than \$600 a month, a year that we did not anticipate or plan for. Our lower-middle class status is so frustrating in that we do not qualify for need-based support, but are scraping by just to pay for one year of preschool, despite being hard working and committed employees. I really do not know what to do. Sammie is accepted for preschool for June, but we are considering pushing it back so we can save more for this additional year of preschool. What is the

most frustrating for us is that Sammie and all of the other children her age are the ones who will suffer due to circumstances and events out of their control. They are being denied education so the state can save money. How does that make any sense to anyone? It is MY duty as her mommy to speak out for her and to be her voice.

Thus, my request for you is to make sure that this injustice does not happen and that our future generations are supported so they can succeed in the future. Every day, as an academic advisor of UHM's Honors Program, I see a huge divide between Hawaii and mainland students and an even greater divide between public and private school graduates, which probably can be attributed to the lack of state support for the education of Hawaii's keiki. Please do not widen this divide. I am not asking for a free ride. I am just asking for financial support so we can stretch our money enough so that Sammie can attend preschool and start her education on an equal level with her peers.

Thank you so much for your time, effort, and support. I know that you will make the right decision for our future generations of Hawaii.

Please do not hesitate to contact me if you have any questions or concerns or require further clarification.

Sincerely,

Kiana Shiroma

47-389 Hui Iwa St., Apt. 2

Kaneohe, HI

[808-542-6191](tel:808-542-6191)

kianak@hawaii.edu

Testimony of Ku'ulani Keohokalole

In SUPPORT of bills
S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education
Wednesday, March 13, 2013, 2:00pm, Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of these bills, and this is why.

Just three years ago, I was a 20-something living in New York City, going for a Master's Degree in Educational Leadership at NYU. I knew that education was my passion and that one day, I'd be doing something back home to help my community. But that opportunity hit me quicker than I thought.

In 2010, I gave birth to my first child, a son, Lenox. Lenox changed our lives around. My boyfriend and I quickly packed up, got married, and moved back home to Hawaii with our families. We were so overwhelmed with the shock of becoming new parents and feeling completely helpless when it came to what it took to raise him.

Fast forward to today, and Lenox is a fun-loving, rambunctious and kolohe 2 ½ year old, attending preschool in Kaneohe and learning all sorts of new things. We are so grateful to have him there, but the cost is much for a family of three to bear – nearly \$8,000 a year. Without my father-in-law's support, we would have to figure out what to do with him during the day. Sure, his grandparents are there to watch him, but sometimes parents want better for their kids than 8 hours a day of Dora the Explorer and Mickey Mouse Clubhouse, and even the best intentioned grandparent gets tired and needs breaks sometimes.

Over the past 6 months, he's learned how not to hit, bite, scratch or kick other kids, how to sit down and listen to a story being read, how to take turns washing his hands, and has even been inspired to start using the potty because of the other big boys in his class.

Now with our second child, a daughter, on the way next month, it breaks my heart to think of how we may not be able to afford to send the two of them to preschool. So who gets short-changed? And we are one of the lucky ones who have family to support them. But what about those who cannot afford it? Are we starting our kids off behind from the very get-go?

I credit my passion for education to my family – in particular, my grandmother, and my mother, who is also testifying today. But I also remember my preschool experience and the desire it built in me to have a love for life and for learning. No one could ever take that away.

Please make sure kids like Lenox and his baby sister have the best possible start. Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Ku'ulani Keohokalole
kuukeoho@gmail.com

March 12, 2013

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

From: Linda Buck

Re: In Support of SB 1084, 1093 and 1095 Relating to Early Childhood Education and School Readiness

Honorable Chairs & Committee Members:

I support all three of these measures, which take the essential first steps to ensure that all of Hawaii's keiki and their families have the early learning opportunities they deserve to help them meet the milestones of development that will prepare them for success in school, and in life.

These measures recognize that in spite of the valiant efforts of private sector early learning programs statewide, without a coherent system that coordinates, provides support and demands accountability, our children will suffer. We will continue to perpetuate an achievement gap that leaves the most vulnerable children behind.

We know what to do. Countless research studies and task forces have shown the way. It is time to act. Children, families and communities will benefit from a strong early learning system such as the one proposed in these measures. Our state will benefit from the well-documented potential savings that result from investing in high quality early education and care. Our state will also benefit from the good citizens such a system will have a hand in producing. Preparing our children for the future means, in part, investing in their wellbeing from the start. This measure lays the groundwork for helping Hawaii's families provide their keiki with the valuable and high quality early learning opportunities they need to succeed when they reach Kindergarten and beyond.

If we want to ensure the success of our children in education and all other facets of life, we must invest in them now.

Thank you for the opportunity to submit testimony in support of SB 1084, 1093 and 1095.

Jenna Takenouchi

From: Linda Coble [lindacoble@me.com]
Sent: Tuesday, March 12, 2013 10:54 AM
To: EDNtestimony
Subject: Testimony from Linda Coble

Testimony of Linda Coble

In Support of bills

S.B. 1093 SD2 Related to School Readiness

S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education

Date: Wednesday, March 13, 2013

Time: 2:00pm

Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because we need to address the needs of our most vulnerable, youngest children. Every one-dollar spent on quality early childhood services in Hawaii produces \$4.20 return on investment in reduced spending on social welfare services. 85-percent of human brain development happens before age five.

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation. Let's give our keiki an opportunity to excel in a safe, encouraging and stimulating environment !!

Sincerely,

Name: Linda Coble

Ph or Email: lindacoble@mac.com

Signature: _____

Jenna Takenouchi

From: Kaulana Pakele [pakelek@aol.com]
Sent: Tuesday, March 12, 2013 12:25 PM
To: EDNtestimony
Subject: Re: Lisa Pakele Testimony_Support on S.B. 1093 SD2 and S.B. 1095 SD2

Testimony of Lisa Pakele
In Support with Comments on
S.B. 1093 SD2, Relating to School Readiness &
S.B. 1095 SD2, Relating to Early Childhood Education
House Committee on Education
Date: March 13, 2013, Time: 2:00pm, Room: 309

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

I am submitting my testimony on both Senate Bill 1093 SD2 and Senate Bill 1095 SD2. While I am in favor of the legislation that is being presented today, I would like to ensure that specific language is added in order to include and protect *Family Child Interaction Learning (FCIL)* programs as a designated setting for family choice. FCIL programs are license-exempt preschool programs that offer parents the opportunity to attend school with their child. Our programs take place in churches and schools, and look just like center-based preschools. They focus on social and emotional development as well as prepare our children for Kindergarten.

I would also like to ensure that the language in the bill reflects that home visiting programs also be included. I would also like to see that standards for the early learning program are appropriate for the selected setting and that parents or guardians of a child enrolled in the program can share in the costs of the program by volunteering daily.

FCIL programs like Keiki Steps have personally impacted my family because it provided an option for my husband and I to ensure my son had quality early childhood experiences before he entered kindergarten. My son and I participated in Keiki Steps for almost 2 years- from the age of 3-5 years of age. During this time the program impacted me as a mother because I was able to learn and understand the development of my child which then in turn helped me to provide activities at home to build on what he was learning from the program. Keiki Steps provided a multitude of quality early learning experiences through a variety of centers- like reading, sensory, science, thinking etc that helped him build academic skills. In addition he learned many social skills- like sharing, communication and also roles and routines which are important skills necessary in life! I believe that Keiki Steps has empowered me as a parent to support my son and has also helped my son to be more prepared to enter school ready to succeed with academic and social skills!

By including FCIL programs in this legislation, we are ensuring a safe and viable option in the early learning experience for the keiki of Hawai'i. With research showing greater family involvement being linked to improved verbal, motor and adaptive skills, the benefits of this program that support more than **25,000 children** and families annually needs to be taken into account while designing this legislation. We need to see FCIL programs as part of the first year early learning plan and included as another viable option with the launch of the school readiness program.

Mahalo for the opportunity to testify on these bills, and I hope that you continue to move forward with this vital legislation.

Sincerely,

Lisa Pakele
pakelek@aol.com

To: Representative Roy M. Takumi, Chair
Representative Takashi Ohno, Vice-Chair
House Committee on Education

From: Liz Chun, Early Education Policy Consultant

Date: Wednesday, March 13, 2013, 2:00 pm, Conference Room 309

Subject: **SB 1093 SD 2: Relating to School Readiness**

I submit this testimony **in strong support of SB 1093 SD2, Relating to School Readiness**, which provides for a state-funded voluntary school readiness program to be administered by the executive office on early learning.

Only one in five kindergarten classes have $\frac{3}{4}$ of the children ready to begin. Research demonstrates that quality early childhood education and care (ECEC) programs do make a difference; starting school with the crucial readiness skills positively affects future learning and life outcomes.

Erasing the opportunity gap for our most at-risk children is the right thing to do for Hawaii's future. Early education must be available for children who cannot afford preschool.

Note: The early education programs allowable within the school readiness program must **include Family Child Interaction Learning (FCIL)** providers who dramatically increase the families' involvement in their young child's education. The FCIL option needs to be included into the language of this bill.

*Please note that Hawaii may be eligible to bring in new federal dollars under President Obama's recently proposed preschool program – **however** - only if Hawaii is already investing state money in such a program. It would be very unfortunate for Hawaii to miss this partnership opportunity.*

This program will utilize both Department of Education (DOE) sites and private providers. The connection to DOE will be implemented while also utilizing the expertise and experience of community wide programs. This is not about a new bureaucracy.

The 2012 legislation ending Junior Kindergarten program in 2014-15 will result in over 5000 children born August to December to be almost six years old before school entry. This "older class" of kindergarten children will be more on par with other states entry requirements. Except ---those other states HAVE state funded early learning programs.

The promise of the 2012 legislators was that there will be an early learning program for these children – especially starting with the more at-risk and low-income children who cannot afford another year of preschool – or more to the fact – could never afford preschool. **Are we going to forget these families and their children?**

Contact Information: lizchun@hawaii.rr.com.

Testimony of Mary Jane Tajeron

In Support of bills

S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education

Date: Wednesday, March 13, 2013

Time: 2:00pm

Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because I believe our children need an early start in education. I am sad to see the Pre-K programs ending soon as my 2 boys have benefited from it and has given them such a head start entering Kindergarten. If we are able to push for this early childhood education, I know our future children can only reap great results which will show in the long run. This will also help our parents that want to send their children to preschool but do not have the funds or resources to do so. Please help pass this early childhood bill as it will benefit our keikis now but I will also benefit all of our futures. Our keikis will be able to learn earlier which will give them more confidence in learning and making great decisions for our future.

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Name: Mary Jane Tajeron

Ph or Email: 808-779-4996

Signature: *Mary Jane Tajeron*

Testimony of Michelle Mahuka
In Support with Comments on
S.B. 1093 SD2, Relating to School Readiness &
S.B. 1095 SD2, Relating to Early Childhood Education
House Committee on Education
Date: March 13, 2013, Time: 2:00pm, Room: 309

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

I am submitting my testimony on both Senate Bill 1093 SD2 and Senate Bill 1095 SD2. While I am in favor of the legislation that is being presented today, I would like to ensure that specific language is added in order to include and protect *Family Child Interaction Learning (FCIL)* programs as a designated setting for family choice. FCIL programs are license-exempt preschool programs that offer parents the opportunity to attend school with their child. Our programs take place in churches and schools, and look just like center-based preschools. They focus on social and emotional development as well as prepare our children for Kindergarten.

I would also like to ensure that the language in the bill reflects that home visiting programs also be included. I would also like to see that standards for the early learning program are appropriate for the selected setting and that parents or guardians of a child enrolled in the program can share in the costs of the program by volunteering daily.

FCIL programs like INPEACE Keiki Steps have had a great impact on me, my two sons, and my community because I was able to learn along with my sons about early childhood development such as developmentally appropriate activities for my sons age at their developmental level. There were specific activities provided at Keiki Steps Nanakuli site that I did not have available in my home to stimulate my sons fine and large motor skills and brain development. Because Keiki Steps Nanakuli site was on a school campus it was and still is the perfect transitioning opportunity for children from home to Department of Education. It was also conveniently located for families in the community without any transportation.

By including FCIL programs in this legislation, we are keeping safe a viable option in the early learning experience for the keiki of Hawai'i. With research showing greater family involvement being linked to improved verbal, motor and adaptive skills, the benefits of this program that support more than **25,000 children** and families annually needs to be taken into account while designing this legislation. We need to see FCIL programs as part of the first year early learning plan and included as another viable option with the launch of the school readiness program.

Mahalo for the opportunity to testify on these bills, and I hope that you continue to move forward with this vital legislation.

Sincerely,

Name: Michelle Mahuka
Ph or Email: 620-9041
Signature:

Jenna Takenouchi

From: Misty Kjallman [misty@hawaii.rr.com]
Sent: Tuesday, March 12, 2013 11:25 AM
To: EDNtestimony
Subject: Early Education Testimony
Attachments: Draft_testimony_-_educationcommittee.pdf

Testimony of Misty Kjallman

In Support of bills

S.B. 1093 SD2 Related to School Readiness

S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education

Date: Wednesday, March 13, 2013

Time: 2:00pm

Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because: Study after study indicates that children do better in school if they have attended preschool prior to enrollment in kindergarten. With Hawaii's public school test scores far below the national average, I believe that it's particularly important to realize that if we want to maximize the future success of our children, that it is important to lay the foundation early. It's much more difficult to try to fix later as struggling under-prepared children get older and have fallen more and more behind their better-prepared peers. Access to quality pre-school education should be available to all and shouldn't be limited to only those fortunate families who are able to afford it.

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Name: Misty L Kjallman

Ph or Email: _____808-214-0301_____

Signature: _____*Misty L Kjallman*_____

Testimony of Nalani Galariada
In Support with Comments on
S.B. 1093 SD2, Relating to School Readiness &
S.B. 1095 SD2, Relating to Early Childhood Education
House Committee on Education
Date: March 13, 2013, Time: 2:00pm, Room: 309

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

I am submitting my testimony on both Senate Bill 1093 SD2 and Senate Bill 1095 SD2. While I am in favor of the legislation that is being presented today, I would like to ensure that specific language is added in order to include and protect *Family Child Interaction Learning (FCIL)* programs as a designated setting for family choice. FCIL programs are license-exempt preschool programs that offer parents the opportunity to attend school with their child. Our programs take place in churches and schools, and look just like center-based preschools. They focus on social and emotional development as well as prepare our children for Kindergarten.

I would also like to ensure that the language in the bill reflects that home visiting programs also be included. I would also like to see that standards for the early learning program are appropriate for the selected setting and that parents or guardians of a child enrolled in the program can share in the costs of the program by volunteering daily.

FCIL and Home Visiting programs like INPEACE have had a great impact on me because, as an educator born and raised in Waianae I have successfully been able to refer families to Keiki Steps. Families want to be valued and honored, having options like FCIL and Home Visiting allows parents early learning options “that fit their family needs.” Parents continue to express how FCIL and Home Visiting provide quality opportunities for parents to learn along side their keiki. The learning outcomes encompass the entire family; they feel empowered and ready for the next level...kindergarten. The time in now to “MAKE SURE ALL SETTINGS” all settings are included in this bill.

By including FCIL programs in this legislation, we are keeping safe a viable option in the early learning experience for the keiki of Hawai‘i. With research showing greater family involvement being linked to improved verbal, motor and adaptive skills, the benefits of this program that support more than **25,000 children** and families annually needs to be taken into account while designing this legislation. We need to see FCIL programs as part of the first year early learning plan and included as another viable option with the launch of the school readiness program.

Mahalo for the opportunity to testify on these bills, and I hope that you continue to move forward with this vital legislation.

Sincerely,
Nalani Galariada
Howardg216@msn.com

Testimony of Nancy Frazier

In Support of bills
S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
&S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education
Date: Wednesday, March 13, 2013
Time: 2:00pm
Room 309

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

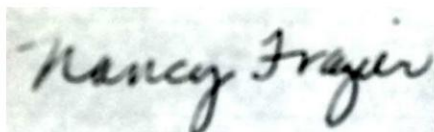
I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because:

All children should have the opportunity to learn and develop needed social skills. Preschool age is a critical time for brain development and thus learning. As a mother and grandmother I know preschool fosters a love for reading and a curiosity of their environment. The social interaction with other children teaches preschoolers how to get along with others, promotes good manners, and develops good habits. Preschool can reinforce lessons learned at home and can support and encourage parental involvement. Parents can learn parenting skills and meet other parents with children of the same age. Children who have gone to preschool are ready to learn and maximize their kindergarten experience.

Mahalo again for the opportunity to testify on this measure and hope that you continue to move forward with this vital legislation.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Frazier". The signature is written in dark ink on a light-colored background.

Nancy Frazier
87-1547 Nakii St.
Waianae, HI 96792
(808)668-2829
ncyfrz@aol.com

Testimony of Christmas Napua Kahawaiolaa

In Support of bills

S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education
Date: Wednesday, March 13, 2013
Time: 2:00pm
Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because people are choosing to attend Family Child Interaction Learning Programs by choice because they get to learn alongside their children. Children are more ready for Kindergarten as a result of participating in Tutu and Me Traveling Preschool and many other FCILP like this one. Please support or include license exempt Family Child Interaction Learning Programs at equal funding amounts in SB 1093 and SB1095.

I would like to invite you to come out to any one of our Tutu and Me Traveling Preschool sites and see for yourself how well the caregiver child program works. We've had Representative Takashi Ohno come to read to our children and he seems to have enjoyed his time with us. I would like to invite more Representatives and Senators' to attend our Tutu and Me Traveling preschool program just give me a call my number is 524-7633 and I would love to set up a time for you.

Family Child Interactive Learning Programs are important because there are many reasons people can't attend certain programs. Many don't have transportation, can't pay money for preschool but program like ours can help them to help their children progress in the right direction and be ready when it's time to start school. If the state is saying that the children aren't ready for school what are they doing to get these children ready for school. Cutting out Pre-K and not making Kindergarten mandatory isn't going to work either. Help the children of Hawaii by funding FCILP so our keiki will have a chance. Parents are seeing positive impact it has on their keiki and our community. I would like to encourage Lawmakers to invest in our future of Hawai'i by supporting Family Interactive Learning Programs. Below is a support letter from one of our families and we have many more that says the same things.

"Tutu and Me Traveling Preschool is amazing. All three of my children gained so many valuable skills from being a part of this program. Besides being involved as a parent I will be continuing my financial support for Tutu and Me this year because I see the positive impact it has on our keiki and our community. I encourage everyone to invest in the future of Hawai'i by supporting Tutu and Me Traveling Preschool."

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Name: Christams N. Kahawaiolaa
Ph or Email: 524-7633 nkahawaiolaa@pidfoundation.org
Signature: _____

March 12, 2013
Hearing on Wednesday, March 13, 2013
Committee on Education
Conference Room 309
In support of SB 1093

To Whom It May Concern:

My name is Phyllis Ida and I am a retired DOE Special Educator, and the former 619 Coordinator for the Windward District. I also over see the grant administration for the Windward District P-3 Demonstration Project that focuses on keiki reading on grade level by third grade, providing model program of seamless early learning experiences from early childhood programs through elementary school for young children in the Windward District.

I am writing this testimony to ask for your support of SB 1093 to establish a statewide school readiness program because this bill will enable all children access to early learning opportunities the year prior to entering public school Kindergarten.

We have a plethora of research that demonstrates the benefit quality early learning experiences have on young children, including:

- Assisting children with the skills and attitudes needed to be successful in school and in life. Quality early learning provides children with the social, emotional, physical and academic skills they need for kindergarten, as well as life long learning.
- Research that documents that there is a correlation between family involvement and educational success. Family involvement is at its highest when children are young, that is, during the formative “preschool” years. By making quality early learning experiences more readily available and affordable, we increase familial involvement and increase the educational success of the children in these families.

- A high financial return on early learning investment. According to the Good Beginnings Alliance, for every \$1 invested in quality early learning programs, Hawaii receives an approximate \$4 investment. This return on investment includes, but is not limited to, higher retention rates; lower teen pregnancy/parent rates; higher college entrance numbers; and less money spent on incarceration.

Because screening is a vital component to child development and school readiness, in addition to all of the items outlined in SB 1093, **we would like to request that the school readiness services made available to assist families include, but not be limited to, developmental, vision, and hearing screening.** When children are properly diagnosed through early screenings we increase their chances to succeed in kindergarten because their developmental needs have been identified early, giving their family and practitioners appropriate time to provide them with the tools they need to succeed in life long learning.

If we want to invest in Hawai'i's future, we need to invest in the future of our keiki. That investment needs to take place now with the school readiness program as detailed in SB 1093. The time to invest in our keiki is now. Hawaii cannot wait any longer. The Aloha State deserves better. Our keiki deserve better.

Mahalo nui loa for the opportunity to submit testimony in support of SB 1093.

Aloha kāua,

I am writing this letter in support of bill SB 1093 with the Hawaiian Language pathway amendments provided by the 'Aha Pūnana Leo. I am a proud parent of a child who currently attends one of the Pūnana Leo preschool facilities. I have went through the Hawaiian Language Program of Ka Haka 'Ula 'o Ke'elikōlani and I am well versed in Hawaiian. I see the importance of the language and I also see the difficulties that come with me as a parent trying to put my child in to a Hawaiian Language Preschool. I am well informed that the state of Hawai'i has 2 official languages, Hawaiian and English. However, the guidelines and laws are very different in the way they treatment of the two languages.

Also, Hawaiian and English are taught totally different. They can not be taught the same because Hawaiian requires a different and deeper way of thinking. It is not simply a one way fits all.

Na Punahale Neumann

Testimony of Sanoë Marfil

In Support of bills

S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education

Date: Wednesday, March 13, 2013

Time: 2:00pm

Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because I am a mother. Early childhood has helped me prepare my three children for school. My oldest daughter, who is in grade 5, has participated in both Keiki Steps as well as Pūnana Leo. My middle child graduated from Pūnana Leo and my youngest is currently at Pūnana Leo.

Without these programs for my children I feel they may have not been ready for school. The early starts help prepare them and created three prepared, well rounded and confident children. We are grateful and fortunate to have afforded this opportunity.

I hope that all families are afforded this opportunity of education for their children.

He lei pōina 'ole ke keiki, a lei never forgotten is the beloved child.

Mahalo for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Aloha,

Name: Sanoë Marfil

Ph or Email: 808-306-8161

sanoemarfil@yahoo.com

Testimony of _____

In Support of bills
S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education
Date: Wednesday, March 13, 2013
Time: 2:00pm
Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because:

I sent my daughter to Preschool at just 2 years old. Nearly my entire paycheck was going towards to high cost of tuition and additional fees, activities, fieldtrips etc. I struggled, I still struggle but I would not take it back for anything in the world. My daughter is now 4 going on 5 and will be attending Kindergarten the 2013 – 2014 school years. At her latest parent teacher conference her teacher expressed her overwhelming joy and amazement at how advanced and intelligent my child is. She congratulated me but I had to also give some of my thanks to her earlier teachers. They have really helped to push and guide her to where she is at now. I have friends whom are parents of toddlers that wished and prayed they could send their child to school earlier than Kindergarten but just couldn't afford it. Those same friends now have their children in Kindergarten and watch as they struggle next to the children who have had the opportunity at early education. All of our children... All the keiki of Hawai'i deserve a chance to an early education!

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Name: Sierra Lau

Ph or Email: sierralau@yahoo.com

Signature: Sierra Lau

Jenna Takenouchi

From: EDU Testimony
Sent: Tuesday, March 12, 2013 9:59 AM
To: EDNtestimony
Subject: FW: Early Childhood Bills

From: Luana Jardine [<mailto:lujardi@alulike.org>]
Sent: Tuesday, March 12, 2013 9:54 AM
To: EDU Testimony
Subject: Early Childhood Bills

Testimony of Venus Luana Jardine

In Support of bills
S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education
Date: Wednesday, March 13, 2013
Time: 2:00pm
Room 309

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

I thank you for allowing me to submit my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

My name is Venus Luana Jardine, and I am a kupuna of nineteen mo‘opuna (grandchildren). Of my 15 mo‘opuna who have already entered into Kindergarten, all fifteen entered into our Hawaii Public School System. But, only seven (7) have been fortunate to go to preschool. Statistics show that 42% of Kindergarteners had no previous preschool experience. Depending on the community, it may go up to 60%, of which my grandchildren represent since most of them reside in the Waianae District.

I am a strong supporter of this legislation because I believe this is the time for a major change to our education system. As a state, we must value our young children and their early education. It is time for us to put value with dollars and invest in the education of Hawai‘i’s young keiki – for our children are the future of Hawaii. If there are no investments made, there are no returns of value!

Our young children have no voice, except for those who speak out for them. I am the voice today for my youngest mo‘opuna; 3-year old Keala, 2-year old Lawai‘a, and two 1-year olds Hilina‘i & Nainoa, who have not yet entered school. Their education for their future is of the utmost importance to me.

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Name: Venus Luana Jardine

Ph or Email: 232-6289

Signature: _____

Testimony of Christie Meali'i Richardson

In Support of bills

S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education

Date: Wednesday, March 13, 2013

Time: 2:00pm

Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because:

I have two grandchildren who are at preschool age right now. I believe that ALL young children should have the best quality start to life, and that means preschool for 4-year-olds. They should be afforded the opportunity to develop their social skills while building their cognitive skills as well; and the earlier the better. These children should be able to receive the best education we can offer no matter what their economic background. It should be made available & affordable for everyone.

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Name: _____

Ph or Email: _____

Signature: _____

Jenna Takenouchi

From: Jane Dickson [jdickson@hawaii.edu]
Sent: Tuesday, March 12, 2013 2:05 PM
To: EDNtestimony
Subject: early childhood testimony: Senate Bills 1084, 1093 and 1095

I have been lucky enough to spend my entire working life in early childhood education – teaching in Head Start programs, private preschools, first and second grade classrooms, and the undergraduate elementary and early childhood program at UH Manoa. Therefore, I know through personal experience that good preschool programs help children in so many ways. Children’s social growth, their intellectual curiosity, their physical development, and their emotional health are all fostered in a quality preschool. Children learn to work with others, listen to a story, ask questions, explore the world around them, and value themselves as learners.

If we want to ensure the success of our children in education and all other facets of life, we need to support early childhood education.

Thank you,

Jane Dickson

March 12, 2013

House Committee on Education

March 13, 2013, 2:00pm, Room 309

RE: Testimony for S.B. 1093 SD2, Relating to School Readiness & S.B. 1095 SD2, Relating to Early Childhood Education

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

I am submitting my testimony on both Senate Bill 1093 SD2 and Senate Bill 1095 SD2. While I am in favor of the legislation that is being presented today, I would like to ensure that specific language is added in order to include and protect *Family Child Interaction Learning (FCIL)* programs as a designated setting for family choice. FCIL programs are license-exempt preschool programs that offer parents the opportunity to attend school with their child. Our programs take place in churches and schools, and look just like center-based preschools. They focus on social and emotional development as well as prepare our children for Kindergarten.

I would also like to ensure that the language in the bill reflects that home visiting programs also be included. I would also like to see that standards for the early learning program are appropriate for the selected setting and that parents or guardians of a child enrolled in the program can share in the costs of the program by volunteering daily.

I have witnessed first hand how FCIL programs like Keiki Steps have impacted families and underprivileged communities in ways that other preschool programs cannot. Because FCIL programs target the *whole* family, everyone from mom and dad to aunty and uncle are impacted in their care of our state's most vulnerable children. One grandmother brings her granddaughter every day while the child's parents are separated and the child's mother is in and out of her life. Grandma receives support as well as invaluable knowledge about positive guidance and effective early childhood learning strategies that she could not get if she just sent her granddaughter to some other preschool program that she could not afford.

By including FCIL programs in this legislation, we are keeping safe a viable option in the early learning experience for the keiki of Hawai'i. With research showing greater family involvement being linked to improved verbal, motor and adaptive skills, the benefits of this program that support more than **25,000 children** and families annually needs to be taken into account while designing this legislation. We need to see FCIL programs as part of the first year early learning plan and included as another viable option with the launch of the school readiness program.

Mahalo for the opportunity to testify on these bills, and I hope that you continue to move forward with this vital legislation.

Me ka ha'aha'a,



LaurieAnn Takeno

laurieanndunn@gmail.com

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 2:03 PM
To: EDNtestimony
Cc: lea_albert@notes.k12.hi.us
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM
Attachments: Lea's Testimony.doc

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Lea Albert | 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.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

Jenna Takenouchi

From: Melisa Orozco Vargas [melisa.k.orozco@gmail.com]
Sent: Tuesday, March 12, 2013 2:22 PM
To: EDNtestimony
Subject: Early Childhood Bills

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

My husband, Francisco Oliveira Vargas, and I are submitting our testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

We strongly support these bills and here's why.

We are the new parents of Koa Vargas, who is just about to turn one. In thinking about the future of our son and our family, we would have to say that the best option for us in terms of early education, would actually be for one of us to care for him until he is at least 4 years old. After that, however, who's to say what will happen?

We are twenty-first century parents. We work, go to school, take care of our baby, and try our best to care for ourselves. We live in my parents' home, along with my aunty, however, we cannot rely on any of them for childcare as they are working people. Retirement doesn't come early, nor easy for most folks, and the generation gap results in disparate ideas about child-rearing. Much of what I think I know about raising children probably is the result of my experience volunteering at a childcare facility in Brazil, and also the outreach work that we do through my job in Palolo.

I find that I am able to interact well with children primarily because I had an amazing early childhood education experience. I was in preschool from the age of 4. It was very expensive and my parents had to leave me there from 6:30AM until 5:30PM so they could afford to pay for my schooling and eventually that of my two siblings. Had I been left with my grandmother, who during those early years was grieving from the loss of my grandpa, I would have been severely obese and probably be diabetic now. When we get an early start in education the entire community benefits and you all know that!

Since we have no socialist policies that support stay-at-home parents, then we must have universal early childhood education opportunities available to all families regardless of income. We cannot be work- and stay-at-home parents because we are always preoccupied with work and it robs our children of the intimate learning experiences.

By supporting early childhood education programs and bills, this means that more people in our community will have to be educated about this subject matter. This is a GOOD thing! Maybe then, we will have better parents and a better community altogether.

Please support these bills. But in doing so, please be sure to include firm guidelines for education and training, wherein those caring for children are educated to be responsible, loving, and compassionate people, first and foremost. All of this will provide results in the near and long-term future.

Thank you for the opportunity to speak on behalf of those little ones who have so much to say, but not all the words to say them. They don't need to, it's in their eyes.

Melisa Orozco Vargas and Francisco Oliveira Vargas

melisa.k.orozco@gmail.com
753-5612

--

Melisa Orozco
Outreach Coordinator
Service-Learning
Kapi'olani Community College
4303 Diamond Head Rd., Naio 214
Honolulu, HI 96816
Ph: 808-734-9503
Fax: 808-734-9287
melisao@hawaii.edu
kcc.hawaii.edu/object/servicelearning

Testimony of _____

In Support of bills
S.B. 1093 SD2 Related to School Readiness
S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education
Date: Wednesday, March 13, 2013
Time: 2:00pm
Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because: There is nothing, absolutely unequivocally nothing more important than education. The mere fact that we have to legislate over something as fundamental as vital only reveals our shortcomings in securing a future for our children and consequently the nation. We the richest nation in the world can't afford to give our children an education? We come in 17th. among developed nations. We should be embarrassed and ashamed. Instead we argue over its importance.

Mahalo again for the opportunity to testify on these measures and hope that you continue to move forward with this vital legislation.

Sincerely,

Name: Gabriella Susan Fodor
Email: fodorsusan@gmail.com
Signature: _____

TERESA VAST

Early Care & Education Planning • Policy Research • Program & System Development

March 13, 2013

TO: Representative Roy Takumi, Chair;
Representative Takahi Ohno, Vice-Chair; and
Members, House of Representatives Committee on Education

FROM: Teresa Vast, Early Childhood Policy Consultant

SUBJECT:

- S.B. 1084, S.D. 1, *Proposing An Amendment to Article X, Section 1 of The Hawaii State Constitution To Permit The Appropriation Of Public Funds For Private Early Childhood Education Programs*
- S.B. 1093 S.D. 2, *Relating to School Readiness*
- S.B. 1095 S.D. 2, *Relating to Early Childhood Education*

Aloha Chair Takumi, Vice-Chair Ohno, and Committee Members:

I submit this testimony in support of all three measures under consideration today. As a private citizen and independent early childhood policy consultant, I urge you to pass these bills. These bills and their companion bills in the House have received overwhelming public support in testimony at previous hearings. I add my voice to those who support these measures. However, I recommend two revisions, as follows:

S.B. 1084, S.D. 1

The passage of the constitutional amendment is critical in order to partner with private early learning programs so our keiki will have access to high-quality early education in the year prior to kindergarten. Nearly all states with pre-kindergarten programs utilize a mixed delivery system consisting of private programs and public preschool options. States recognize that private programs fulfill a public purpose in providing early education services that are not always available in public schools.

I believe that the question to be printed on the ballot, as revised in S.D. 1, is vulnerable to defeat because it is unclear as to its intent. It reads:

"Shall the appropriation of public funds be permitted for the support or benefit of private early childhood education programs, as provided by law?"

As it currently reads, the proposed ConAm seems to propose using public money to support or benefit private programs. The key point of the proposed amendment is that public funds are intended to benefit and support young children, not programs. Private early education programs have the capacity to deliver that benefit – they are a vehicle with a public purpose. Please consider rewording the question and ask your legal experts to review these suggested revisions of the current draft:

"Shall the appropriation of public funds to private early childhood education programs be permitted so such programs may fulfill the public purpose of educating young children prior to kindergarten entry, as provided by law?"

OR

"Shall the appropriation of public funds to private early childhood education programs be permitted to provide young children with early learning opportunities prior to kindergarten entry, as provided by law?"

Voters deserve to have a clear idea of the true purpose for the proposed amendment. The current wording of the question obscures the intent of this measure.

S.B. 1093 S.D. 2

The proposed school readiness program is a critical step in the development of Hawaii's early learning system. It provides access to early learning opportunities to keiki in the year prior to kindergarten, starting with those who will be affected by the change in kindergarten eligibility in 2014. However the specific limitation on family income imposed in Section 2-d of S.D. 2 will leave some children without access to preschool or other school readiness programs.

The original bill stated that program shall assist low- and moderate-income families. The intent, I believe, is to help all families who could not otherwise pay for their children to participate in an early learning program in the year prior to kindergarten. This new version of the bill, S.D. 2, imposes a specific family income limit for children to participate in the proposed school readiness program by stating in Section 2-d,

"low- and moderate- income family" means a family whose income is no more than two hundred fifty per cent of the federal poverty level.

The problem is that this limit will very likely deny otherwise eligible children access to preschool. The Department of Business, Economic Development, and Tourism (DBEDT) recently calculated that Hawaii's families seeking to meet just their basic needs would require a greater level of income than this limit. Its biennial study, *Self-Sufficiency Income Standard: Estimates for Hawaii*, defines economic self-sufficiency as "the amount of money that individuals and families require to meet their basic needs without government and/or other subsidies." According to the DBEDT study, a single parent with one preschooler required an income of more than 300% of the Federal Poverty Level to meet just basic needs, including the average cost of child care, in 2011. The self-sufficiency income standard for a family with two parents, one preschooler, and one school-age child was identified as greater than 266% FPL. The income requirement would be higher to pay the cost of preschool, which is higher than the average for all types of child care.

To avoid leaving some of the children in the target group without access to preschool, please strike this definition from the bill. It is not needed. I respectfully recommend that any definition of "low- and moderate-income" or a cap on income eligibility be addressed in administrative rules rather than in legislation. Administrative rules can identify a valid methodology for determining ability to pay and need for assistance, thereby ensuring access to "school readiness programs" for all of Hawaii's age-eligible keiki, regardless of their families' ability to pay for such programs.

In summary, I ask that you seriously consider the issues I have raised about S.B. 1084, S.D. 1 and S.B. 1093, S.D. 2 and revise those measures accordingly. I urge passage of all three bills before this Committee. If you should need additional information or clarification of my testimony, please don't hesitate to contact me. Thank you for this opportunity to testify and for your support of early learning opportunities for Hawaii's keiki.



March 12, 2013

House Committee on Education

RE: Testimony for S.B. 1093 SD2, Relating to School Readiness & S.B. 1095 SD2, Relating to Early Childhood Education

Dear Chair Takumi, Vice-Chair Ohno and members of the Education Committee:

I am submitting my testimony on both Senate Bill 1093 SD2 and Senate Bill 1095 SD2. While I am in favor of the legislation that is being presented today, I would like to ensure that specific language is added in order to include and protect *Family Child Interaction Learning (FCIL)* programs as a designated setting for family choice. FCIL programs are license-exempt preschool programs that offer parents the opportunity to attend school with their child. Our programs take place in churches and schools, and look just like center-based preschools. They focus on social and emotional development as well as prepare our children for Kindergarten.

I would also like to ensure that the language in the bill reflects that home visiting programs also be included. I would also like to see that standards for the early learning program are appropriate for the selected setting and that parents or guardians of a child enrolled in the program can share in the costs of the program by volunteering daily.

FCIL programs like Tutu & Me have had a great impact on me because I get to spend time with my child while learning about some quality early childhood practices. I feel my child is really growing and learning because of our involvement in this program.

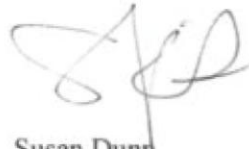
By including FCIL programs in this legislation, we are keeping safe a viable option in the early learning experience for the keiki of Hawai'i. With research showing greater family involvement being linked to improved verbal, motor and adaptive skills, the benefits of this program that support more than **25,000 children** and families annually needs to be taken into account while designing this legislation. We need to see FCIL programs as part of the first year early learning plan and included as another viable option with the launch of the school readiness program.

Mahalo for the opportunity to testify on these bills, and I hope that you continue to move forward with this vital legislation.

Sincerely,



Gregory Dunn, M.D.
gregdunn@ucla.edu



Susan Dunn
susankimdunn@yahoo.com

Jenna Takenouchi

From: Paul McKimmy [paul.mckimmy@gmail.com]
Sent: Tuesday, March 12, 2013 8:59 PM
To: EDNtestimony
Subject: Support for S.B. 1093 SD2, S.B. 1095 SD2 & S.B. 1084 SD1

Testimony of Paul McKimmy

In Support of bills

S.B. 1093 SD2 Related to School Readiness

S.B. 1095 SD2 Related to Early Childhood Education
& S.B. 1084 SD1 Related to Constitutional Amendment

Addressed to House Committee on Education

Date: Wednesday, March 13, 2013

Time: 2:00pm

Room 309

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

I am submitting my testimony on the early childhood bills before you related to School Readiness, the Constitutional Amendment and Early Childhood Education.

I am a strong supporter of this legislation because:

As a parent of a four-year old daughter, I recognize the enormous developmental growth that quality preschool has provided. It is immediately obvious that such service has prepared her for entry into kindergarten. It is also obvious that the financial burden of paying for preschool is beyond the means of many parents. We need to make sure that ALL of our children can benefit from the developmental benefits of preschool.

Please support these measures

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 12, 2013 10:35 PM
To: EDNtestimony
Cc: makaalar@gmail.com
Subject: Submitted testimony for SB1093 on Mar 13, 2013 14:00PM

SB1093

Submitted on: 3/12/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Makaala Rawlins | Individual | Support | No |

Comments: Support with ammendments

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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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, March 13, 2013 12:19 AM
To: EDNtestimony
Cc: wybart4@gmail.com
Subject: *Submitted testimony for SB1095 on Mar 13, 2013 14:00PM*

SB1095

Submitted on: 3/13/2013

Testimony for EDN on Mar 13, 2013 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Wyatt Bartlett | Individual | Support | No |

Comments:

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To: Representative Roy Takumi, Chair, Representative Takashi Ohno, Vice-Chair
House Committee on Education Re: Support for SBs 1084 SD1, 1093 SD2, and
1095 SD2, RELATING TO EARLY CHILDHOOD EDUCATION and SCHOOL READINESS. Honorable
Chair Takumi, Vice-Chair Ohno, and Committee Members: Thank you for allowing me
to submit testimony in support of Senate Bills 1084 SD1, 1093 SD2, and 1095 SD2.
All three of these measures are critical to ensuring that Hawaii's four-year-olds
will have the quality early learning experience they deserve. These measures
are important to me because a statewide early childhood education program would
not only prepare children for school, but it would also foster exceptional
physical and emotional development. For example, we know that 85% of a child's
brain is developed by the age of 5. These factors, altogether, are key components
in producing healthy, capable, and contributing adults. Many studies have proven
that high-quality early childhood education programs have both short- and long-
term benefits for children, individuals, and society as a whole. SB1093 SD2 and
SB 1095 SD2 would provide parents with more access to these essential programs
and also have the potential to alleviate financial burdens associated with early
childhood education costs; currently families in Hawaii pay on average \$720/month
per child for preschool. Hawaii is a place that strives to level the playing
field for its citizens – this is one way we can help make that happen at the
earliest and most important time. We also know that now, more than ever,
Hawaii's voters support a public role in helping parents send their four-year-
olds to the preschool program of their choice. Nearly 75% of registered voters
support state funding for a public-private preschool system in Hawaii. It is
important to secure a solid foundation for our children in order to ensure a
more successful, healthy, and promising future for us all. Thank you for the
opportunity to submit testimony in support of these measures.

Twani Alexander
Alfred Castle
Rosetta Hiranaga
Audrey Kido
Kathy Oshiro
Diane Lobre
Kay Lipps
Carlynn Wolfe
Paulline Young
Keriann Osada
Ladylyn Kamelo
Christy Ryan
Ravandolyn Galvin
Annie Kichman
David Castillo
Liz Castillo
Nancy Rose Perry-Kepoo
A.C.
Kimberly Werner
Janet Ramelb
Lisa Uyehara
Nohea Lelewi
Michelle Johnson
Christy Jones
Desiree Delos Santos
Lana Fernandez
Gayle Tanoura
Annmarie Bennett
Dan Yoshizumi Jr.
Michelle Birdsall
Charelene Doi
Charlene Robles
Karisha Lawas
Diane Gates-Hawkins
Janet Taylor
Chanda Diocares
Debbie Morrow
Rachel Donahue
Mark Ebert
Esperanza Siyal
Jodie Unten
George Donahue
Riza Marie Gatdula

Chuck Larson
Marsha Jones
Aubrey pucan Hester
Aileen Alolino
Sister Aurelia Sanchez
Lori Weatherwax
Roma Johnson
JoAnn Yukimura
Lisa Uyehara
Pua Tandal
Amanda Sue Mahuka
Shela Mejia
Kari Candalay
Sweets Wright
Melanie Padgett
Christine Naone
Sonya Chung-Hirano
Anna Peters
Cheryl Cudiamat
Paula Moriguchi
Kiana Shiroma
Terry Yoshinaga
Susan Emley
Jeffrey Piontek
Ann Sullivan
David Anderson
Mele Cachero-Wimbish
Cheryl Tabaco
Leslene Rapisura
Tianni Kawaa
Chanelle Kukona Lucero
Jason Kayo
Mary Shoemaker
Barbara Stahly
Kate Wescott
Afan Wood
Curtis Wood
Leona Blankley
Jeffrey Tripp
Heather Thomas
Ailina Tagupa Laborte
Beverly Orillo
Jennifer Bryant

Cami Kloster
Arnold Padgett
Kekoa Beaupre
Renee Espiau
Jayce Arakaki
Carl Daeufer
Robert Wo
Su-Jin Tripp
Annette Okimoto
Shirena Leong
Phyllis Ida
Celia Taka
Christmas Kahawaiolaa
Susan Gabriella Fodor
Betsy Behnke
Ester Byun
Lani Julian
Cheryl Campbell
Sarah May Woofruff
Dawnelle Nahinu
Jim Eberle
Christine Mokuahi
Sharon Tsai
Jennifer Cirillo
Shalei Campbell Bagood
Bill Messer
Janet Messer
Rachel Dela Cruz
Charlene Burgess
Angeline Geldhof
Mindy Bailey
Noelani Bouchard
Katie Dye
Lori Abbey-MacDonald
Keira McCoy
Greg Farstrup
Pat Farstrup
Alison Swigart
Wayne Watkins
Janice Kealoha-Gier
Isaac Kosasa
Kerrie Urosevich
Christine Jackson

Debbie Amase
Susan Lynn Smith
Steven Sakata
Todd Nitta
Tracy Nakashima
Peter Naoi Yuen
Chloe Fonacier
Chante Davis Smith
Lionisa Raymond
Illana Anastasia-Andaya Wright
Laurie Ganike
Sue Sadural
Colleen Achuld
Reekah Gomes
Deanna Smith
Raycine Popa
Alesia Paulos
Leona Watson
Georgiana Rosa
Nalei Arisga-Faurot
Anna Porter
Diane Arconao
Jennifer Veja De Vera
Margarette Keegan
Aida San Miguel
Jesse Rabot
Katy Chen
Kim Hudson Chock
Diana Arocha
Lorraine Bennett

Lā Ho'olohe Pila (Hearing Date/Time): Wednesday, March 13, 2013 2:00p
Lumi hālāwai (Meeting Room) Conference Room 309
Kōmike (Committee) Committee on Education

Pila (Bill) SB1095,SD2
Kumu (Purpose): RELATING TO SCHOOL READINESS & RELATING TO EARLY CHILDHOOD EDUCATION.

Mana'o (Position): **KĀKO'O ME NĀ LOLI (SUPPORT WITH AMENDMENTS)**

Aloha Chair, Representative, Roy Takumi, Vice Chair Representative, Takashi Ohno and members of the Committee on Education

I urge you to support the specific amendments submitted by 'Aha Pūnana Leo that address (1) Hawai'i's two official languages; and (2) quality standards through the laboratory school program of the University of Hawai'i's Hawaiian language college.

The Pūnana Leo has done an incredible job over the last 30 years in bringing to the forefront a vision of a vibrant living Hawaiian language, first through the creation of its preschools to supporting the growth vertically for a P-20 Hawaiian Medium Education System.

HRS 304A-1301 establishes the Hawaiian language college and a laboratory school program as a function of the college. The Pūnana Leo schools are laboratory schools of the college. The Pūnana Leo receives Hawaiian language early education and care support from the college.

The proposed amendments remove barriers to participation in the state's initiatives for Hawaiian medium preschools, which lack access to resources and support easily accessible to mainstream English medium preschools

These amendments are necessary for the inclusion of the Pūnana Leo in a state initiative without jeopardizing the goal of the program that is to promote, protect and revitalize Hawaiian.

Thank you for the opportunity to submit testimony.

Mahalo nui

Lā Ho'olohe Pila (Hearing Date/Time): Wednesday, March 13, 2013 2:00p
Lumi hālāwai (Meeting Room) Conference Room 309
Kōmike (Committee) Committee on Education

Pila (Bill) SB1093,SD2
Kumu (Purpose): RELATING TO SCHOOL READINESS & RELATING TO EARLY CHILDHOOD EDUCATION.

Mana'o (Position): **KĀKO'O ME NĀ LOLI (SUPPORT WITH AMENDMENTS)**

Aloha Chair, Representative, Roy Takumi, Vice Chair Representative, Takashi Ohno and members of the Committee on Education

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Thank you for the opportunity to submit testimony.

Mahalo nui

Janice Bueltmann
Larry Kimura
Brandy Caceres
Uilani Lindsey
Hokulani Reyes
Kalau Enos
Keleihinano Kalaniopio
Kauhane Lee
Kehau Wehrsig
Jennifer Shirai
Talia Bailey
Auhea Hao
Emmalani Makepa-Foley
Ewa Kuamoo
Uilani Ramos
Kainani Meideiros
Kahea Kaleohano
Kamaka Kamakaala
Kanoë McGuinness
Kealoha Reff
Kulia Young
Kyla Manzano
Maleka Tolentino
Maluhia O'Donnell
Pualani Kahoohanohano
Lenneth Pavao
Malu Debus
Kaulu Tolentino
Jarin Luke
Kahealani Tanimoto
Rowland Melim
Kawaiola Johnson
Kaehukai Napoleon
Alan Cortez
Keone Kalawe
Alohalani Ho
Kolokea Sherwood
Andrew Kualii
Lauae Kaawaloa
Ikaika Kualii
Oralani Koa
Ben Catcho
Shyai Castillo

Akelina Tibayan
Kawaimaka Enos
Kolomona Kalua
Oralani Koa
Kuuipo Freitas
Ui Kahaulua
Naupaka Joaquin
Kaimana Cabebe
Pualani Cantan
Kapio Martinez-Soares
Waiolu Peterson
Kalae Johnson
Joseph Kanuha
Kaleimaille Robia
Kamaluokalani Amadova
Kanana Kuhaulua
Kili Namauu
Lance Kunihiro
Leimomi Anderson
Uilani Lindsey
Hokulani Reyes
Kalau Enos
Kaleihinano Kalniopio
Leo Nahooikaika
Kauhane Lee
Kehau Wehrsig
Mahina Flores
Malanae Kanae-Mokihau
Nanea Sai-Alvarez
Nawahine Aiona
Noel Kunihiro
Punohu Meade
Gary Kahoohanohano
James Ishi
James Kualii
James Gonzales
Janice Kualii
Kolomana Kalua
John Ahuna
Rowland Rapoza
Sonia Veriato
Shayne Veriato
Tiana Pinho

Andrea Kualii Kahooohanohano
Christine Dye
Kaipo Martinez-Soares
Waiialoha Kaauiwai
John Kualii
Barbara Kualii
Elizabeth Wessel
Rachel Melim
Kiope Raymond
Keoni Lee
Dana Hayashida
Rama McIntosh
Lora Schlarb
D. Kaleihoku Kalai
Terry Kimokeo
Kauanoë Kamana
Shannon Lokelani Oberle
Darelynn Wengler
Jayne heinze
Lehua Rowland