



LATE

NEIL ABERCROMBIE
GOVERNOR

EXECUTIVE CHAMBERS
HONOLULU

Testimony of Governor Neil Abercrombie
In **Support** of
S.B. 1084 H.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 H.D. 1, Relating to School Readiness
S.B. 1095 H.D. 1, Relating to Early Childhood Education

House Committee on Finance
April 2, 2013
2:00 p.m., Room 308

Chair Luke, Vice-Chair Nishimoto, Vice-Chair Johanson, and members of the Committee:

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

The Time is Now

We're faced with a kindergarten cliff. In 2014, 5,100 children will no longer be able to attend kindergarten due to the change in kindergarten entry age mandated by the Legislature. The School Readiness Program helps ensure 3,500 late-born four-year-old children will be ready to learn on day one of kindergarten. We estimate that other programs such as Head Start and Kamehameha Schools will be able to serve 1,600 children.

Recognizing the significant returns of such an investment, all but 11 states have already invested in preschool programs over the past decade.

President Obama and Sen. Mazie Hirono have put early learning at the top of their agendas. By implementing a program now, Hawaii will be in a position to take advantage of federal monies that will be made available through their early learning proposals, which are being designed as federal-state cost-sharing models focused on quality and not simply more seats. Note that Hawaii lost out on Race to the Top Early Learning Challenge grant monies because we did not have an early learning program in place.

The approach that my Administration has offered for your consideration is a balance of need and resources. While our proposal does require an investment, it is a cost that will enhance Hawai'i's fiscal health by contributing to the creation of adults who will be productive workers rather than require expenditures in corrections and other social services.

Background for Legislation

Attached are:

- A summary of the three bills.

- A workflow/timeline for implementation of the School Readiness Program.
- An advice letter from the Department of the Attorney General explaining the need for the Constitutional amendment.

Summary of Funding Request

EDN700

- Direct services of a statewide early learning program - to ensure that 3,500 four-year-olds have access to high-quality school readiness opportunities through contracts with providers.
 - Original request: \$22.9M in FY15.
- For capacity building and quality assurance – costs for contracting, applications processing, monitoring, and evaluation.
 - Original request: \$2.9M in FY14 / \$5.3M in FY15

GOV100

- For EOEL positions (originally 7 total in FY14, 8 total in FY15) and other operational costs - to coordinate and manage the early learning system pursuant to Act 178, Session Laws of Hawaii 2012.
 - Original request: \$648,300 in FY14 / \$681,300 in FY15

Not School Vouchers

The School Readiness Program and Early Childhood Education Program are not voucher programs: families will not receive the subsidy nor be able to enroll their children in any program of their choice. The State will pay the contracted providers directly – only those 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 as specified by legislation.

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 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 educational P-20 system that ensures children are ready to learn when they enter kindergarten strengthens K-12 and post-secondary outcomes. Alignment from pre-kindergarten through college

is achieved when we invest in early learning.

This is my highest priority because I wholeheartedly believe this is how we can best improve the lives of our keiki and all of Hawaii. I urge you to support these bills.

Thank you for the opportunity to testify. My staff and Director Terry Lock of the Executive Office on Early Learning 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 as specified by legislation.
- 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.

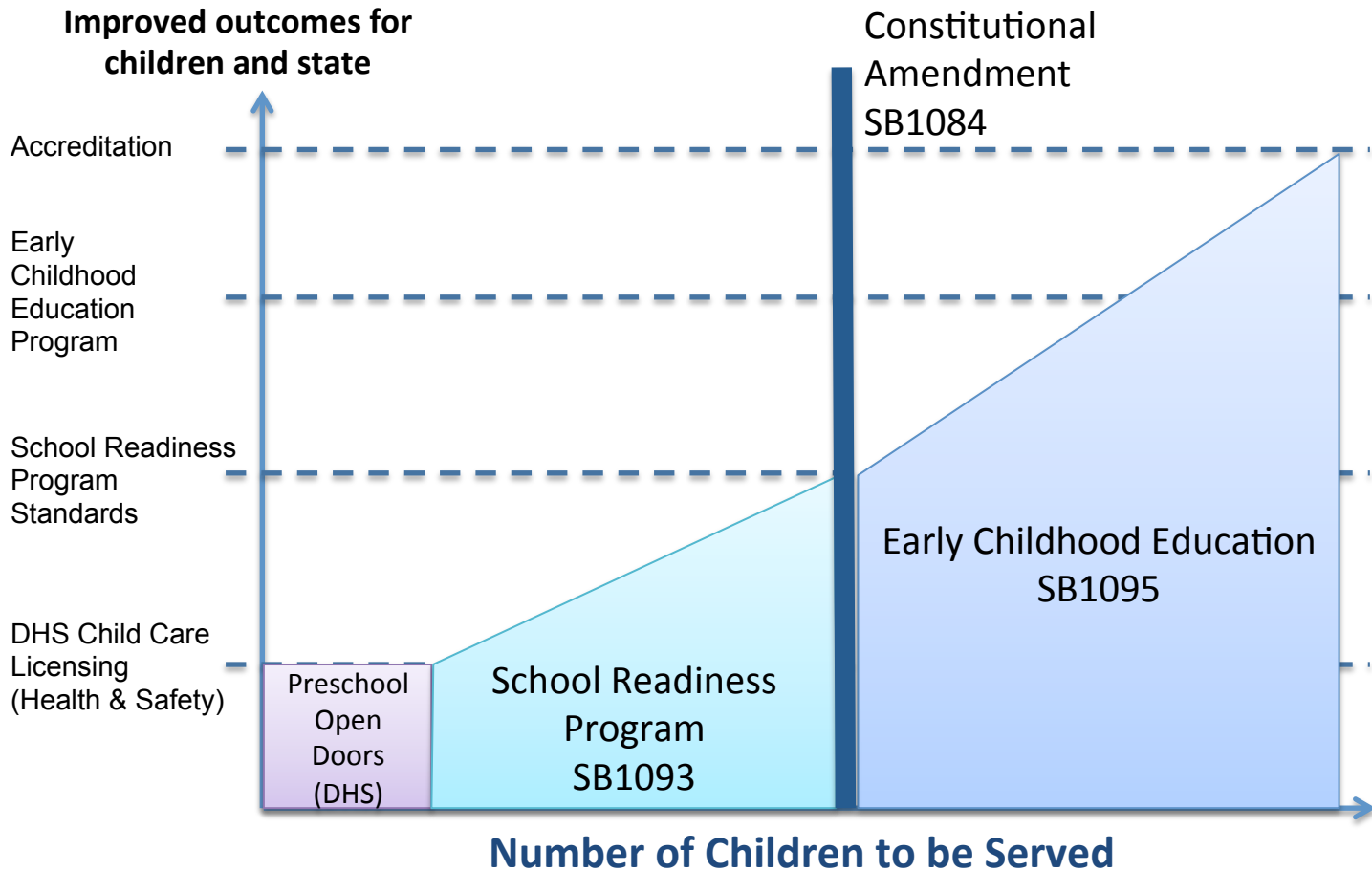
- **Phase 1 - Establishment of the School Readiness Program (S.B. 1093)**

- 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 and license-exempt (the latter added by H.B. 862 H.D.1) 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.

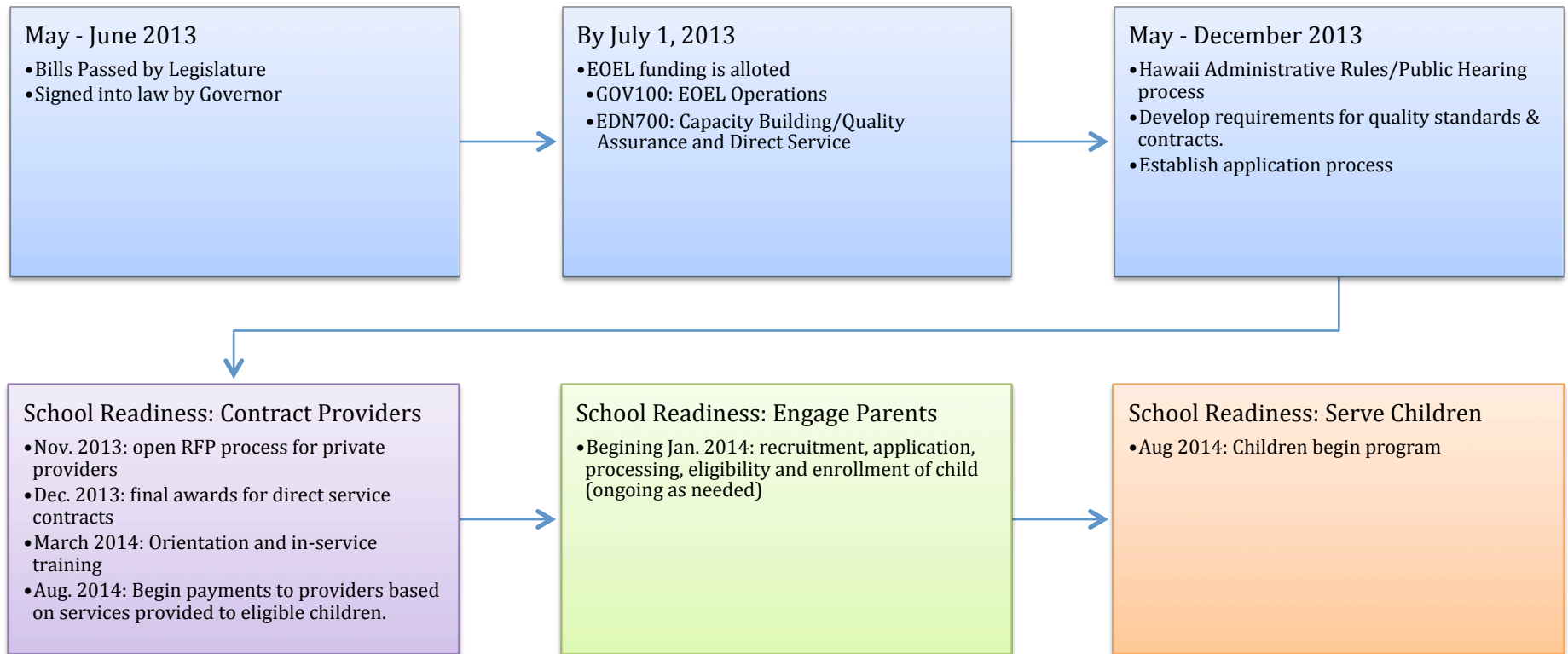
Required Quality of Programs



	Timeline		Budget	
Timeline	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	\$1.6 M/yr. for subsidies	FY14 \$3.5M for startup & admin. (GOV100 & EDN700) FY15 \$22.9M for direct services (School Readiness) (EDN700) + \$6M to support capacity building & admin (GOV100 & EDN700)		<i>Future biennium budget requests.</i>



Initially, the proposed program gives EOEL six months of planning to: write administrative rules, contract private providers, and then begin to determine eligibility of families starting January 2014. Below are details:



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).

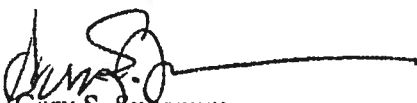
CONCLUSION:

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.

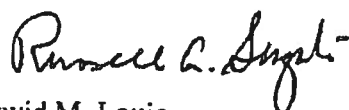
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Under this reasoning, we believe article X, section 1 of the Hawai'i Constitution prohibits the use of public funds to pay for private early childhood education programs. As noted above, it is anticipated that the majority of the participating private 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.



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

ON THE FOLLOWING MEASURE:

S.B. NO. 1095, S.D. 2, H.D. 1, RELATING TO EARLY CHILDHOOD EDUCATION.

BEFORE THE:

HOUSE COMMITTEE ON FINANCE

DATE: Wednesday, April 2, 2013

TIME: 2:00 p.m.

LOCATION: State Capitol, Room 308

TESTIFIER(S): David M. Louie, Attorney General, or
Gary S. Sukanuma, Deputy Attorney General

LATE

Chair Luke and Members of the Committee:

The Department of the Attorney General supports this bill.

This bill seeks to establish a statewide early childhood education program for all children in the State. This investment will not only help children to realize their full potential, but will also benefit the communities in which they live. This bill is, however, contingent upon the passage and ratification of S.B. No. 1084, S.D. 1, H.D. 1, which is a concurrently introduced bill to amend the Hawaii Constitution.

The early childhood education program is designed to contract with both public and private providers in order to expand the number of children who will have a high quality early childhood education experience prior to entering kindergarten. Article X, section 1, of the Hawaii Constitution currently prohibits the appropriation of public funds for the support or benefit of private educational institutions. Thus, a separate bill to amend the Hawaii Constitution has been introduced to permit the appropriation of public funds for private early childhood education programs to enable the State to contract with interested private providers.

The Department of the Attorney General supports the Governor's initiative for the establishment of a statewide early childhood education program for all children in the State of Hawaii.

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 MENĀ 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

LATE



SB1095 SD2 HD1
RELATING TO EARLY CHILDHOOD EDUCATION
House Committee on Finance

April 2, 2013

2:00 p.m.

Room 308

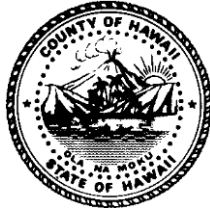
The Office of Hawaiian Affairs (OHA) administration will recommend that the Board of Trustees **SUPPORT WITH AMENDMENTS** SB1095 SD2 HD1. The measure takes a strong first step toward fulfilling the State's early education priorities by establishing a much-needed full-scale early education program for three-and four-year-old children.

Recent research overwhelmingly shows that children, families, communities, and societies can expect high returns later when investments are made in early childhood education. Children who attend preschool are more likely to graduate from high school, commit fewer crimes, and hold jobs with higher earnings. However, preschool spaces are limited, competitively filled, and highly priced. Many Hawaiian families find it difficult to secure for their keiki the physical, cognitive, linguistic, social, and emotional development which has been shown to better prepare children for college and careers and generally enhance success later in life. By prioritizing early education for underserved and at-risk children, the State acknowledges that its responsibility to provide good education begins before kindergarten and extends to all children of Hawai'i.

For many years, 'Aha Pūnanaleo has been providing early education in the Hawaiian language to prepare pre-kindergarten aged keiki for entry into kindergarten in the Hawaiian Language Immersion Program (HLIP). The State established HLIP to fulfill its mandate to perpetuate the Hawaiian language, one of the State's two official languages. State and federal legislation have both continually recognized that native language immersion programs have special needs for distinctive policies to ensure the quality of the education they provide and the integrity of the unique linguistic and cultural models they employ to do so. As such, OHA strongly supports the amendments offered by 'Aha Pūnanaleo to acknowledge these differential needs and foster the continuation of the high-quality early Hawaiian language education programming they provide.

For these reasons, OHA urges the committee to **PASS** SB1095 SD2 HD1 **WITH AMENDMENTS**. Mahalo for the opportunity to testify on this important measure.

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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LATE

April 2, 2013

The Honorable Sylvia Luke, Chair
and Members of the House Committee on Finance
Hawai'i State Capitol
415 South Beretania Street, Room 308
Honolulu, Hawai'i 96813

RE: Senate Bill 1095, SD2 HD1, RELATING TO EARLY CHILDHOOD EDUCATION

Aloha, Chair Luke and Committee Members:

Thank you for this opportunity to offer our support for Senate Bill 1095, SD2 HD1, 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 three- and 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 1095 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

LATE



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

Representative Sylvia Luke, Chair
Representative Scott Nishimoto, Vice Chair
Representative Aaron Ling Johanson, Vice Chair
HOUSE COMMITTEE ON FINANCE

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

Date: Tuesday, April 2, 2013

Subject: SB 1095, SD2, HD1, Relating to Early Childhood Education

Hawai'i Association for the Education of Young Children (HAEYC) supports SB 1095, SD2, HD1. This bill emphasizes that high quality programs are what make a difference for children in poverty and/or high-risk situations.

HAEYC is advocating for high quality programs/schools being 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@hawaiihaeyc.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 Hawai'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.

April 2, 2013

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

LATE

TO: Representative Sylvia Luke, Chair
Representative Scott Nishimoto, Vice Chair
Representative Aaron Ling Johanson, Vice Chair
Members of the Committee on Finance

2:00 PM, Room 308
Hawaii State Capitol

FROM: The Early Learning Advisory Board

RE: SENATE BILL 1095, SD2, HD1, RELATING TO EARLY CHILDHOOD EDUCATION

Thank you for this opportunity to testify on Senate Bill 1095, SD2, HD1. The Early Learning Advisory Board would like to offer testimony in support of SB 1095, SD2, HD1, 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 1095, SD2, HD1, establishes the Early Childhood Education Program (ECE Program) within the Early Learning System. The ECE Program is effective upon the ratification of the proposed constitutional amendment permitting public funds for private early childhood education programs.

The ECE Program is a full-scale initiative that will both expand service to Hawaii's children and incorporate higher standards for curriculum, assessment, and teacher quality. The ECE Program will further be able to hold education providers accountable for maintaining these standards and achieving educational outcomes. By focusing on the social-emotional development as well as the intellectual development of our children, the ECE Program provides an incredible foundation for children to build upon.

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

LATE



841 Bishop St., Suite 301
Honolulu, Hawaii 96813

Telephone: 808 926-1530
Contact@HEECoalition.org

House Committee on Finance
Representative Sylvia Luke, Chair
Representative Scott Nishimoto, Vice Chair
Representative Aaron Johanson, Vice Chair

April 2, 2013

Dear Chair Luke, Vice Chairs Nishimoto and Johanson, and Committee Members:

This testimony is submitted in support for SB1095 SD2 HD1, establishing a statewide early childhood education 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 early childhood education program and the financial appropriation to support the program. As we support the school readiness program, proposed in SB1093, which gives priority to the late born four-year-olds that will not be able to attend Junior Kindergarten from the 2014-2015 school year, we also support the early childhood education program, expanding the program to three- and four-year-old children, and targeting the underserved and at-risk children. We also applaud the effort to align content and performance standards of the early childhood education program with those of the K-12 system to allow for a consistent and high-quality educational experience for children.

We also think it is critical for the development and implementation of an outreach program to preschools and families to assure a seamless transition to the new system being proposed in this bill.

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

University of Hawai'i College of Education

YMCA of Honolulu

Voting Members (*)

TESTIMONY

**SBs 1084 SD1 HD1, 1093 SD2 HD1, and 1095 SD2 HD1,
RELATING TO EARLY CHILDHOOD EDUCATION and SCHOOL READINESS**

Testimony Presented Before
House Finance Committee

April 2, 2013, in Conference Room 308 @ 2:00 pm
by Dr. Kanoe Nāone, Chief Executive Officer, INPEACE

INPEACE, the Institute for Native Pacific Education and Culture, **supports** SBs 1084 SD1 HD1, 1093 SD2 HD1, and 1095 SD2 HD1.

We know that 85% of the brain is developed by the time children turn 5. As a former Department of Education elementary teacher and as a mother I have seen the benefits of early education and what happens when children don't have access to quality learning. The single largest impact on the well-being of our K-12 system is access to early childhood education. By providing families especially those in low income areas, access to early learning we can dramatically and positively shift the well-being of the children in those schools and areas. We believe an equitable early learning system is of critical importance to the success of our children and the economic future of our state. The elimination of Junior Kindergarten will affect more than 5,100 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.

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. We support a system that provides families with culturally responsive, high-quality early learning opportunities that enables healthy, successful development, and the ability of each child to reach their full potential. 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.

LATE

FINTestimony

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, April 02, 2013 6:47 AM
To: FINTestimony
Cc: housman@hawaii.edu
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
April Housman	Hale Kuamoo Hawaiian Language Center	Support	No

Comments: I support the Aha Pūnana Leo suggested amendment to the Early Education Bill SB1095

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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Cc: pkaleikini@hawaii.rr.com
Subject: *Submitted testimony for SB1095 on Apr 2, 2013 14:00PM*

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Ka'anohi Kaleikini	Ka 'Ohana Keaweamahi	Support	No

Comments:

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To: FINTestimony
Cc: kuulei_692001@yahoo.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Dawneen K. Dow	'Aha Punana Leo	Support	No

Comments: I strongly support 'Aha Punana amendments.

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Cc: tianakaulu@yahoo.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Tiana Pinho-McKeague	'Aha Punana Leo	Support	No

Comments: I support this bill with 'Aha Punana Leo's 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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Cc: fosterhi@yahoo.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Chris Foster	'Aha Punana Leo	Support	No

Comments: I strongly support 'Aha Punana Leo amendments.

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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KO'OLAUPOKO HAWAIIAN CIVIC CLUB

LATE

April 2, 2013

TO: Rep. Sylvia Luke, Chair / And Members
House Finance Committee

FROM: Alice P. Hewett, President
Ko'olaupoko Hawaiian Civic Club

SUBJECT: S.B. 1095, SD2, HD1 – Relating to Early Childhood Education - SUPPORT

Aloha Chair Luke and Members of the Committee:

The Ko'olaupoko Hawaiian Civic Club offers its strong support for Senate Bill 1095, Senate Draft 2, House Draft 1, and urges your committee to approve this measure and report it out of committee.

Our club represents Native Hawaiians and others from the nine ahupua`a around Kane`ohe bay. Many of our members are single working parents or have both parents working and raising young children. We are concerned that our keiki receive a healthy and good start in their education.

This bill will help address a growing need to support early education for our keiki and generations to come. It is forward-thinking, and invests in our children as the citizens and leaders of tomorrow.

We ask that you support this bill's passage out of committee and adoption on the floor of the House of Representatives.

Mahalo for this opportunity to share our mana`o.

Alice P. Hewett



KAMEHAMEHA SCHOOLS®

The House of Representatives
Twenty-Seventh Legislature 2013
State of Hawai'i

LATE

TO: Honorable Sylvia Luke, Chair
Honorable Scott Nishimoto, Vice Chair
Honorable Aaron Ling Johanson, Vice Chair
Members of the Committee on Finance

DATE: Tuesday, April 2, 2013
TIME: 2:00 PM
PLACE: Conference Room 308
Hawai'i State Capitol

FROM: Kamehameha Schools

RE: SENATE BILL 1095, SD2, HD1, RELATING TO EARLY CHILDHOOD EDUCATION

Chair Luke, Vice Chair Nishimoto, Vice Chair Johanson and members of the Committee,

Thank you for this opportunity to testify on SB 1095, SD2, HD1, relating to early learning. Kamehameha Schools strongly supports the efforts of the legislature to enhance the early education opportunities across the state. Therefore, we support SB 1095, SD2, HD1, which establishes the Early Childhood Education Program within the early learning system.

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 Hawai'i'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.



LATE

Testimony Presented to the
House Committee on Finance

Tuesday, April 2, 2013 2:00 pm

by
Chaminade University of Honolulu Education Dean
Dr, Joe Peters

**SB 1095 SD2 HD1
Relating to Early Childhood Education**

Chairperson Luke, and Members of the Committee on Finance:

Thank you for the opportunity to provide testimony in **support of SB 1095 SD2 HD1** to establish an Early Childhood Education Program within the early learning system.

We are in agreement with the overwhelming support from the Governor, the Superintendent of Schools, other public and private officials, foundations, and the many other concerned groups and individuals who all speak to the need for the Early Childhood Education Program within the early learning system. Enacting this program will not reduce resources needed for maintaining the quality of public education, but will in fact improve the quality of public education, since children entering the public education system will be better prepared with the support of the Early Childhood Education Program. It is also anticipated that there will actually be more resources for public education, since there will be less of a demand for remedial efforts.

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.

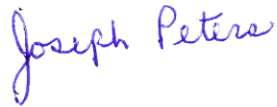
We all need to pull together and support early education for all of Hawai‘i’s keiki. We ask that this year’s legislature support early childhood education by funding preschool for all four-year-olds beginning in 2014.

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.



Dr. Joseph Peters
Dean, Education Division
Chaminade University
3140 Waialae Avenue Honolulu, Hawaii 96816
Phone: (808) 735-4844
Fax: (808) 739-4607
Email: joseph.peters@chaminade.edu



Testimony to the House Committee on Finance

Tuesday, April 2, 2013

2:00 p.m.

Conference Room 308

Senate Bill 1084 SD1 HD1:

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 HD1:

Relating to School Readiness

Senate Bill 1095 SD2 HD1:

Relating to Early Childhood Education

Chair Luke, Vice Chairs Nishimoto and Johanson, 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 HD1, 1093 SD2 HD1, and 1095 SD2 HD1. 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 HD1

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 HD1:

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 HD1:

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 'slm', is positioned above the typed name.

Sarah Lee Morihara (S)
President & Managing Director



April 1, 2013

Representative Luke and members of the Hawaii State Legislature,

I am testifying in support of the inclusion of the Punana Leo sponsored amendments to SB 1093 relating to school readiness and SB 1095 relating to early childhood education.

I am Dr. Sheilah E. Nicholas, and I am a faculty member of the Language, Reading and Culture program at the University of Arizona. I am co-editor of a scholarly volume on Indigenous young peoples' bilingualism and multilingualism (*Identity and Education*, and *Indigenous youth multilingualism*, a book that will be published by Routledge in August, 2013), and have a publication in a 2009 theme issue on Indigenous youth and bilingualism *Journal of Language, Identity, and Education*. Both publications synthesize current research on Indigenous young people's language learning and development; the work of Pila Wilson and Kauano'e Kamana of UH-Hilo—the Pūnana Leo and the related programs and efforts—are highlighted in both publications as they are considered exemplary models in the fields of Indigenous language revitalization and bilingual and multilingualism program development.

The accomplishments of and scholarship on the Pūnana Leo schools, and the UH-Hilo Hawaiian language programs serve not only as exemplary models but as inspiration for scholars, students and community members developing bilingual and multilingual programs in endangered Indigenous languages. As professors in a university with a very active program in Indigenous education, the scholarship on Pūnana Leo and the Hawaiian language efforts of UH-Hilo are a key source of literature in our education classes and also in our summer American Indian Language Development Institute, a summer program attended by Indigenous teachers and scholars from around the US. I have also had the pleasure of working with educational leaders and students at UH-Hilo in a series of inter-institutional videoconference courses focused on Indigenous education. In these courses, I, as well as the students have been consistently impressed with the groundbreaking nature of the work at UH-Hilo, and how they are moving our field forward with their work on Indigenous language programs, curriculum development, assessment development, and the professional development of upcoming Indigenous educators.

In many places Native American groups are exercising their right under the Native American Languages Act to improve existing educational opportunities for youth by offering education in Native American languages. The Hawaiian language effort has helped lead the way in showing how Indigenous language educators can make sound educational choices and offer excellent instruction to youth through teacher training, instruction and assessment processes and practices that are tailored for specific Indigenous languages and cultures. This has been the case for my own community of Hopi located in Northern Arizona where I played a key role in establishing a tribally sponsored summer teacher training program; much of the program design was premised in the Hawaiian efforts. Currently, many Native American and Alaska Native groups are focusing on early childhood education programs to improve the healthy



language development of young children in endangered languages. The amendments before you will set an important precedent in that they will formally recognize the necessity of distinct pathways for teacher training, standards, and assessments for early childhood education provided through endangered Native American languages.

Additionally, the laboratory school program of the state Hawaiian language college affords a crucial opportunity for educators to gain key knowledge in best practices relative to Native American language early education including development of culturally appropriate standards, and assessments. The Hawaiian language program faculty at UH-Hilo is known among scholars for making educationally sound, innovative choices that support strong language development and academic achievement of Native Hawaiian youth. They have demonstrated a strong commitment to continue to lead the way for others working towards similar goals in diverse Native American and Alaska Native contexts while strengthening their already impressive program..

Hawaii is extremely fortunate to have a nationally and internationally recognized Indigenous language college with a laboratory school system that has built early education and K-12 education through Hawaiian.

I urge you to support the Pūnana Leo amendments so that they may continue to break ground in Native American language medium education, and so that other Indigenous peoples in the US and elsewhere can move forward with similar legislation and programming.

Sincerely,



Sheilah E. Nicholas, PhD
Language, Reading and Culture Program
Department of Teaching, Learning, Sociocultural Studies
College of Education
University of Arizona



FINTestimony

LATE

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, April 02, 2013 6:26 AM
To: FINTestimony
Cc: djm@dinecollege.edu
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Daniel McLaughlin	Diné College, tribal college of the Navajo Nation	Support	No

Comments: I support the Aha Pūnana Leo suggested amendments to the Early Education Bill SB 1095

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Subject: *Submitted testimony for SB1095 on Apr 2, 2013 14:00PM*

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Dania-Maria Klink	Individual	Support	No

Comments:

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FINTestimony

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From: mailinglist@capitol.hawaii.gov
Sent: Monday, April 01, 2013 3:27 PM
To: FINTestimony
Cc: annetano@hawaii.edu
Subject: *Submitted testimony for SB1095 on Apr 2, 2013 14:00PM*

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Anne Tanouye	Individual	Support	No

Comments:

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From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, April 02, 2013 2:46 AM
To: FINTestimony
Cc: clarke.hugh@gmail.com
Subject: *Submitted testimony for SB1095 on Apr 2, 2013 14:00PM*

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Hugh Clarke	Individual	Support	No

Comments:

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Cc: kekuah@hotmail.com
Subject: *Submitted testimony for SB1095 on Apr 2, 2013 14:00PM*

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Autumn Hosea	Individual	Support	No

Comments:

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To: FINTestimony
Cc: kekoaharman@gmail.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kekoa Harman	Individual	Support	No

Comments: I support the Aha Punana Leo suggested amendments to the Early Education Bill SB 1095.

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Cc: dpetteys@hpa.edu
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Dana Petteys	Individual	Support	No

Comments: I support this bill with 'Aha Punana Leo's amendments. Mahalo.

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Sent: Tuesday, April 02, 2013 8:17 AM
To: FINTestimony
Cc: pomaikai4@gmail.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Pomai Nakoia	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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To: FINTestimony
Cc: hollywoodbrown@gmail.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Toni Brown	Individual	Comments Only	No

Comments: I support this bill with 'Aha Punana Leo amendments. Mahalo!

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Sent: Tuesday, April 02, 2013 12:20 AM
To: FINTestimony
Cc: finlay@fmdf.org.uk
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Finlay M. Macleoid	Individual	Support	No

Comments: I am familiar with the excellent work of the Aha Pūnana Leo and gladly add my support in any developments they wish to see.

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LATE

April 1, 2013

House Committee on Finance

Re: SB 1095 - Relating to School Readiness

Hearing: Tuesday, April 2, 2:00p.m. Room 308

Position: SUPPORT ONLY WITH AHA PŪNANA LEO AMENDMENTS

Aloha mai e Chair Luke, Vice Chair Nishimoto, and members of the House Committee on Finance,

I support SB 1095 SD2 HD1 only if the amendments proposed by the Aha Pūnana Leo are included.

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.

Mahalo,

Regina Ke`ala Hilo

Parent of a Punana Leo o Manoa keiki

LATE

Representative Luke and members of the Hawaii State Legislature,

I am testifying in support of the inclusion of the Punana Leo sponsored amendments to SB 1093 relating to school readiness and SB 1095 relating to early childhood education.

The amendments before you will be groundbreaking for Native American education in recognizing that a distinct pathway for teacher training, standards, and assessments are needed for early childhood education provided through our endangered Native American languages.

Furthermore, the inclusion of a "safe harbor" in the form of participation in the laboratory school program of the state Hawaiian language college is crucial to allow good faith participation in current best practices relative to Native American language early education, while the distinctive pathways, teacher training programs, standards, and assessments are being developed.

Hawaii is indeed fortunate that it has an indigenous language college with a laboratory school system that has built early education and K-12 education through Hawaiian to the nationally recognized position that it currently occupies.

I am Dr. Matthias Brenzinger, Director of the Centre for African Language Diversity (CALDi) and Curator of The African Language Archive (TALA) at the University of Cape Town, South Africa. Among other professional activities, I was involved in the establishment of the Endangered Language Section of the Intangible Cultural Heritage Unit of UNESCO and I work with UNESCO in this domain since 1994.

I know the Punana Leo and Hawaiian language college at UH-Hilo through visits and long term professional contacts. The opportunity to connect to the Hawaiian language revival movement was one of the most exciting and inspiring experiences I ever had.

The main objectives of CALDi and TALA at the University of Cape Town are the support of maintenance and active use of African languages. As home to about one third of the world's languages, the African continent is one of the most linguistically rich regions. More than two thousand African languages represent a significant part of the world's linguistic diversity. The Hawaiian revival movement offers a vital model for our own activities in many ways and opens perspectives for a future of African minority languages, and with that for cultural and language diversity on the planet.

Please include the Punana Leo amendments and continue to break ground in Native American language medium education that can be also used to help African speakers of minority languages as an example for future strategies.

Sincerely,



Dr. Matthias Brenzinger

FINTestimony

LATE

From: mailinglist@capitol.hawaii.gov
Sent: Monday, April 01, 2013 9:41 PM
To: FINTestimony
Cc: henoheal@yahoo.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Henohea Linker	Individual	Support	No

Comments: Support the Pūnana Leo Amendments

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LATE

Representative Luke and members of the Hawaii State Legislature,

I am testifying in support of the inclusion of the Punana Leo sponsored amendments to SB 1093 relating to school readiness and SB 1095 relating to early childhood education.

I am Scott Saft, a faculty member in the Hawaiian language college at the University of Hawai'i at Hilo. I have worked directly and indirectly with the teachers, administrators and children of the Punana Leo and have witnessed the value of Hawaiian medium education for the families of the children and for the community in general.

The amendments before you will be groundbreaking for Native American education in recognizing that a distinct pathway for teacher training, standards, and assessments are needed for early childhood education provided through our endangered Native American languages.

Furthermore, the inclusion of a "safe harbor" in the form of participation in the laboratory school program of the state Hawaiian language college is crucial to allow good faith participation in current best practices relative to Native American language early education, while the distinctive pathways, teacher training programs, standards, and assessments are being developed.

Hawaii is indeed fortunate that it has an indigenous language college with a laboratory school system that has built early education and K-12 education through Hawaiian to the nationally recognized position that it currently occupies.

Again, please include the Punana Leo amendments and continue to break ground in Native American language medium education that can be used to help our communities move forward with similar legislation and programming.

Sincerely,

Scott Saft

FINTestimony

LATE

From: mailinglist@capitol.hawaii.gov
Sent: Monday, April 01, 2013 9:00 PM
To: FINTestimony
Cc: donnettekaponohotmail.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
donnette leilani kaponohotmail.com	Individual	Support	No

Comments: I support the Aha Pūnana Leo suggested amendments to the Early Education Bill SB 1095

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LATE

Lā Ho‘olohe Pila (Hearing Date/Time): 04-02-2013 2:00p

Lumi hālāwai (Meeting Room) Conference Room 308
Kōmike (Committee) House Finance

Pila (Bill) **SB1095, SD2 HD1 & SB1093, SD2 HD1**
Kumu (Purpose): **RELATING TO EARLY CHILDHOOD EDUCATION & SCHOOL READINESS**

Mana‘o (Position): **KĀKO‘O: SUPPORT w/Amendments**

Aloha Chair Luke, Vice Chair Nishimoto and members of the House Finance Committee

‘O au ‘o Nāmaka Rawlins e kāko‘o ana i kēia mau pila.

My name is Nāmaka Rawlins. Mahalo for giving me this opportunity to submit testimony in support of the Early Learning Initiatives. I am a member of the Executive Office on Early Learning Advisory Board, appointed as the representative of Hawaiian medium early learning providers. I am current Director of Strategic Partnerships and Collaborations with the ‘Aha Pūnana Leo and as such, support the inclusion of ‘Aha Pūnana Leo amendments that further strengthens Hawai‘i’s unique status as a national and international leader in indigenous and endangered language revitalization.

Since passage last year of Act 178 which requires students to be at least five years old by July 31 of the school year, beginning with the 2014-2015 school year, in order to attend a public school kindergarten, the Executive Office on Early Learning and the Advisory Board have been working with community partners in planning for a seamless implementation of a public-private system with a focus on the year before kindergarten for 4 year olds. The plans include these measures being considered by your committee.

I urge passing these initiatives.

Respectfully submitted,
Nāmaka Rawlins

LATE

April 1, 2013

Representative Luke and members of the Hawaii State Legislature,

I am testifying in support of the inclusion of the Punana Leo sponsored amendments to SB 1093 relating to school readiness and SB 1095 relating to early childhood education.

I am Yumiko Ohara, and know the Punana Leo and Hawaiian language college at UH-Hilo through my work and research concerning indigenous languages.

The amendments before you will be groundbreaking for Native American education in recognizing that a distinct pathway for teacher training, standards, and assessments are needed for early childhood education provided through our endangered Native American languages.

Furthermore, the inclusion of a "safe harbor" in the form of participation in the laboratory school program of the state Hawaiian language college is crucial to allow good faith participation in current best practices relative to Native American language early education, while the distinctive pathways, teacher training programs, standards, and assessments are being developed.

Hawaii is indeed fortunate that it has an indigenous language college with a laboratory school system that has built early education and K-12 education through Hawaiian to the nationally recognized position that it currently occupies.

Again, please include the Punana Leo amendments and continue to break ground in Native American language medium education that can be used to help our communities move forward with similar legislation and programming.

Sincerely,

Yumiko Ohara
University of Hawaii at Hilo

LATE

Representative Luke and members of the Hawaii State Legislature,

I am testifying in support of the inclusion of the Punana Leo sponsored amendments to SB 1093 relating to school readiness and SB 1095 relating to early childhood education.

I am Professor Perry Gilmore, University of Arizona, and know the Punana Leo and Hawaiian language college at UH-Hilo through academic collaborations, professional visits, inter-university co-taught courses and co-presenting on panels and symposia at professional meetings and conferences.

The amendments before you will be groundbreaking for Native American education in recognizing that a distinct pathway for teacher training, standards, and assessments are needed for early childhood education provided through our endangered Native American languages.

Furthermore, the inclusion of a "safe harbor" in the form of participation in the laboratory school program of the state Hawaiian language college is crucial to allow good faith participation in current best practices relative to Native American language early education, while the distinctive pathways, teacher training programs, standards, and assessments are being developed.

Hawaii is indeed fortunate that it has an indigenous language college with a laboratory school system that has built early education and K-12 education through Hawaiian to the nationally recognized position that it currently occupies.

In our work in the Language, Reading and Culture Program at the University of Arizona we look to the Punana Leo program and the Hawaiian Language College at UH-Hilo as a widely recognized and highly successful model for language revitalization and enriched education.

Again, please include the Punana Leo amendments and continue to break ground in Native American language medium education that can be used to help our communities move forward with similar legislation and programming.

Sincerely,
Perry Gilmore, Ph.D.
Professor, Language, Reading and Culture; University of Arizona

FINTestimony

LATE

From: mailinglist@capitol.hawaii.gov
Sent: Monday, April 01, 2013 6:19 PM
To: FINTestimony
Cc: stranger@iprimus.com.au
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Peter Savage	Individual	Support	No

Comments: I support this bill with 'Aha Punana Leo's amendments.

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LATE

Representative Luke and members of the Hawaii State Legislature,

I am testifying in support of the inclusion of the Punana Leo sponsored amendments to SB 1093 relating to school readiness and SB 1095 relating to early childhood education.

I am Toyotomi Morimoto, Professor of Migration Studies at Waseda University, Japan, and know the Punana Leo and Hawaiian language college at UH-Hilo through Prof. Larry Kimura, Prof. Kauano'e Kamana, and Prof. Pila Wilson.

The amendments before you will be groundbreaking for Native American education in recognizing that a distinct pathway for teacher training, standards, and assessments are needed for early childhood education provided through our endangered Native American languages.

Furthermore, the inclusion of a "safe harbor" in the form of participation in the laboratory school program of the state Hawaiian language college is crucial to allow good faith participation in current best practices relative to Native American language early education, while the distinctive pathways, teacher training programs, standards, and assessments are being developed.

Hawaii is indeed fortunate that it has an indigenous language college with a laboratory school system that has built early education and K-12 education through Hawaiian to the nationally recognized position that it currently occupies.

For the last ten years or so, students at Waseda University have been blessed with the opportunity to visit Ke Kula 'O Nawahiokalani'opu'u and 'Aha Pūnana Leo where we learn the importance of language revitalization by observing and occasionally exchanging languages and cultures in classes.

Again, please include the Punana Leo amendments and continue to break ground in Native American language medium education that can be used to help our communities move forward with similar legislation and programming.

Sincerely,
Toyotomi Morimoto, Ph.D.
Waseda University, Faculty of Human Sciences

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From: mailinglist@capitol.hawaii.gov
Sent: Monday, April 01, 2013 5:38 PM
To: FINTestimony
Cc: Blakely7@hawaii.edu
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kendall	Individual	Support	No

Comments: I support the 'aha punana Leo suggested amendments to the early education bill SB 1095.

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Cc: hkperreira@gmail.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Dr. Hiapo K. Perreira	Individual	Support	No

Comments: I SUPPORT the AHA PŪNANA LEO suggested amendments to the Early Education Bill SB 1095.

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Sent: Monday, April 01, 2013 4:13 PM
To: FINTestimony
Cc: kbaybayan@imiloahawaii.org
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Chad Kalepa Baybayan	Individual	Support	No

Comments: Representative Luke and members of the Hawaii State Legislature, I am testifying in support of the inclusion of the Punana Leo sponsored amendments to SB 1093 relating to school readiness and SB 1095 relating to early childhood education. I am Chad Kālepa Baybayan, and know the Punana Leo and Hawaiian language college at UH-Hilo through my previous work with them. The amendments before you will be groundbreaking for Native American education in recognizing that a distinct pathway for teacher training, standards, and assessments are needed for early childhood education provided through our endangered Native American languages. Furthermore, the inclusion of a "safe harbor" in the form of participation in the laboratory school program of the state Hawaiian language college is crucial to allow good faith participation in current best practices relative to Native American language early education, while the distinctive pathways, teacher training programs, standards, and assessments are being developed. Hawaii is indeed fortunate that it has an indigenous language college with a laboratory school system that has built early education and K-12 education through Hawaiian to the nationally recognized position that it currently occupies. Again, please include the Punana Leo amendments and continue to break ground in Native American language medium education that can be used to help our communities move forward with similar legislation and programming. Sincerely, Chad Kālepa Baybayan Imiloa Astronomy Center of Hawaii Navigator in Residence

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Sent: Monday, April 01, 2013 3:48 PM
To: FINTestimony
Cc: erikarj@hawaii.edu
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Erika Jardin	Individual	Support	No

Comments: I support this bill with 'Aha Punana Leo's amendments. Mahalo.

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Sent: Monday, April 01, 2013 3:38 PM
To: FINTestimony
Cc: ksteward@hawaii.edu
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kanoelani Steward	Individual	Comments Only	No

Comments: I support the Aha Punana Leo suggested amendments to the Early Education Bill SB 1095

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Sent: Monday, April 01, 2013 3:30 PM
To: FINTestimony
Cc: mandyjohnson2@yahoo.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Amanda Johnson-Campbell	Individual	Support	No

Comments: I support this bill with 'Aha Punana Leo's amendments. Mahalo.

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From: mailinglist@capitol.hawaii.gov
Sent: Monday, April 01, 2013 3:26 PM
To: FINTestimony
Cc: macabio@hawaii.edu
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Uilani Macabio	Individual	Comments Only	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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From: mailinglist@capitol.hawaii.gov
Sent: Monday, April 01, 2013 3:20 PM
To: FINTestimony
Cc: mbaricua@hawaii.edu
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Mary Ann Baricuatro	Individual	Support	No

Comments: I support this bill with 'Aha Punana Leo's amendments

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LATE

April 1, 2013

TO: Honorable Sylvia Luke, Chair
Honorable Scott Y. Nishimoto
Members of the Committee on Finance

FROM: Jilleina Billow

RE: SB1095

POSITION: In support of Aha Pūnana Leo Amendments

Aloha, 'o au 'o Jilleina Billow. He makua au o kekahi keiki Pūnana Leo. Hello, my name is Jilleina Billow. I am the parent of a Pūnana Leo child.

As a parent to my preschool aged keiki, I am in support of the 'Aha Pūnana Leo amendments to be recognized and included as part of the state system. 'Aha Pūnana Leo has given my keiki the opportunity to embrace early childhood educational teachings through the medium of Hawaiian language and instructions and has positively developed her physical, cognitive, linguistic, social, and emotional compartments. To this means, my keiki will now be fully prepared to step into the public school system with minimal deter; successively ready to take on new challenges as she continues her educational goals.

My 'ohana stands for 'Aha Pūnana Leo's mission and vision in continuing to educate our next generation(s) through the medium of Hawaiian edifications and preserving the ancestral language of Hawai'i. 'Aha Pūnana Leo should concede the same privileges as any other early childhood education program to ensure the longevity of the Hawaiian language.

I look forward to enrolling my next keiki in the upcoming years so that he too may have the same opportunity to foster his Hawaiian identity and expand his horizon at an early age through the hands of 'Aha Pūnana Leo.

Thank you for giving me the opportunity to submit my testimony.

Mahalo,



Jilleina Billow
Pūnana Leo Makua

LATE

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 MENĀ 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

FINTestimony

LATE

From: mailinglist@capitol.hawaii.gov
Sent: Monday, April 01, 2013 3:09 PM
To: FINTestimony
Cc: dillonkd@hawaii.edu
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Dillon Keane Dominguez	Individual	Support	No

Comments: I support the Aha Pūnana Leo suggested amendments to the Early Education Bill SB 1095

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Cc: micahkea@hawaii.edu
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Micah Leialoha Kealaiki	Individual	Support	No

Comments: I support the Aha Pūnana Leo suggested amendments to the Early Education Bill SB 1095

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Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Gregory Kamohalii	Individual	Support	No

Comments: i support this bill with the aha punana leo s amendments.

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LATE

Testimony of Natasha Boteilho
In Support with Comments on
S.B. 1093 SD2 HD1, Relating to School Readiness &
S.B. 1095 SD2 HD1, Relating to Early Childhood Education

House Committee on Finance

Date: April 2, 2013

Time: 2:00 p.m.

Room: 308

To Representative Sylvia Luke, Chair, Representative Scott Nishimoto, Vice-Chair, House Committee on Finance and Committee Members:

I am submitting my testimony on both Senate Bill 1093 SD2 HD1 and Senate Bill 1095 SD2 HD1. I am in favor of the legislation that is being presented today, and I would like to ensure that we protect Family Child Interaction Learning (FCIL) programs and add Home Visiting 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. These programs focus on social and emotional development as well as prepare our children for Kindergarten.

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

Programs like Hoāla and Ka Paālanā have had a great impact on me because it developed a stronger bond between me and my child. Besides being a parent, I have become an educator to my children. I learned these tools from these programs. The Home Visiting program has helped my daughter get educated at home because cost such as preschool learning is very expensive. These Home Visiting programs is preparing my daughter for kindergarten, how to interact with others and the fundamentals steps of learning.

By keeping FCIL programs in this legislation, and adding home visiting to the legislation, we are protecting a critical 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 kept 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,

FINTestimony

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From: mailinglist@capitol.hawaii.gov
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Cc: kamohalii25@gmail.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Edwena Kamohalii	Individual	Support	No

Comments: i support this bill with the aha punana leo s amendments.

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Cc: matthew_w_murray@yahoo.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Matthew Murray	Individual	Support	No

Comments: i support this bill with the aha punana leo s amendments.

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SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Jamie Murray	Individual	Support	No

Comments: i support this bill with the aha Punana Leo s amendments.

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Cc: M.heaukulani@live.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Monique Pikake Cariaga	Individual	Support	No

Comments: I support this bill with 'Aha Punana Leo's amendments.

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Cc: leilei@ahapunanaleo.org
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Ka'imipono Sanders	Individual	Support	No

Comments: I support this bill with Aha Pūnana Leo's amendments

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Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Chloe Sanders	Individual	Support	No

Comments: I support this bill with Aha Pūnana Leo s amendments

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Cc: leilei@ahapunanaleo.org
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Leilani Over	Individual	Support	No

Comments: I support this bill with Aha Pūnana Leo s amendments

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Cc: leilei@ahapunanaleo.org
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Brandon Sanders	Individual	Support	No

Comments: I support this bill with Aha Pūnana Leo s amendments

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Cc: leilei@ahapunanaleo.org
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
trina Ishikawa	Individual	Support	No

Comments: I support this bill with aha Pūnana Leo s amendments

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Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Olana Kamohali i	Individual	Support	No

Comments: I support this bill with the Aha Punana Leo s amendments.

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To: FINTestimony
Cc: kahealani@ahapunanaleo.org
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kahealani Tanimoto	Individual	Support	No

Comments: I support this bill with Aha Pūnana Leo amendments.

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Cc: leilei@ahapunanaleo.org
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Lori Ishikawa	Individual	Support	No

Comments: I support this bill with aha Pūnana Leo s amendment

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Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Wayne Ishikawa	Individual	Support	No

Comments: i support this bill with Aha Pūnana Leo s amendments

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Sent: Monday, April 01, 2013 2:09 PM
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Cc: L8DBEE@gmail.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Tiani-Marie Reinhardt-Aiu	Individual	Support	No

Comments: Aloha, I am a proud aunty of immersion students & strongly support Punana Leo s Amendments. I believe they deserve the same opportunities as their English speaking counterparts. Please support them. Mahalo!

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Sent: Monday, April 01, 2013 2:07 PM
To: FINTestimony
Cc: trelanz@gmail.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Tiare Reinhardt	Individual	Support	No

Comments: Aloha, I am a proud aunty of immersion students & strongly support Punana Leo s Amendments. I believe they deserve the same opportunities as their English speaking counterparts. Please support them. Mahalo!

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LATE

Aloha Chair Luke, Vice Chair Nishimoto and members of the House Finance Committee

O au o Kawailehua Castillo, na kahu maka Pūnana Leo o Honolulu. My name is Kawailehua Castillo, and I am the director at Pūnana Leo o Honolulu. I have 3 children, 2 of which have graduated from the Aha Punana Leo program. I am here today in support and ask that you pass this bill with the amendments that Aha Punana Leo has made. Hawaiian is an official state language and I feel that our keiki should get the same benefits that keiki of the English speaking schools are getting. Mahalo nui for taking the time to read my testimony.

FINTestimony

LATE

From: mailinglist@capitol.hawaii.gov
Sent: Monday, April 01, 2013 2:02 PM
To: FINTestimony
Cc: keanaaimiriam@gmail.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kylo Crabbe	Individual	Support	Yes

Comments: Aloha, My name is Kylo & I am currently enrolled in immersion. I am a graduate of Punana Leo & support Punana Leos Ammendments. I am appreciative of all that I have learned & continue to learn. Mahalo!

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From: Mandy Johnson [<mailto:mandyjohnson2@yahoo.com>]
Sent: Monday, April 01, 2013 3:52 PM
To: EDU Testimony
Subject: SB1093 SD2 HD1, SB1095 SD2 HD1

Aloha e,

I support SB1093 SD2 HD1, SB1095 SD2 HD1 with 'Aha Punana Leo's amendments. Hawaiian is an official language of our state, and deserves equal standing in early education. Mahalo,

Amanda Johnson-Campbell
Kona, Mauna Uliuli, Hawaii

Ho'okahi No Ka 'Aina a Me Na Kanaka
The Land and the People are One

LATE

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Hardy Spoehr	Papa Ola Lokahi	Support	No

Comments: Papa Ola LOKahi strongly supports this legislation

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FINTestimony



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Sent: Tuesday, April 02, 2013 11:39 AM
To: FINTestimony
Cc: montallana18@hotmail.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Maile Montallana	Individual	Support	No

Comments: I support this bill with 'Aha Punana Leo's amendments. Mahalo.

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LATE

Testimony of Mallory Fernandez, BSW Intern at the University of Hawaii at Manoa

In support of S.B. 1084 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 Relating to School Readiness, and S.B. 1095 Relating to Early Childhood Education

Chair Tokuda, Vice-Chair Kidani, Chair Chun Oakland, Vice Chair Green and members of the Education and Human Services Committees:

Good Afternoon. I am in support of SB 1093, SB 1095 and SB 1084.

As a college student, I know how important education is, especially at a young age because that is where the foundation is built for learning. I believe that it is not reasonable that a child be held back a whole year from being admitted into kindergarten because they are born later than July 31. However, since a law will be instated, I believe that it will be important for an Early Childhood Education Program to be enforced, as stated in S.B. 1095. Having a School Readiness Program, as stated in S.B. 1093, will help children to be prepared to enter kindergarten, since a law will be preventing a child from entering kindergarten a year later due to a birth date after July 31. Studies have shown that investment in programs as such as these will help to help increase education; reduce homelessness, crime and substance abuse; improve health and overall well being of a person. Having the option of the Early Childhood Education Program will prevent children from missing out on the learning opportunity because they are going to be held back for one year. Also, not all parents have the funds available to keep a child in childcare or another year of preschool. As stated in S.B. 1084, it will be important that funds be appropriated for the benefit of Early Childhood Education Programs. I urge you to support these bills.

Thank you for the opportunity to testify for these bills.

LATE

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Alexis deFries	Individual	Support	No

Comments: I support this bill with 'Aha Punana Leo's amendments. Mahalo.

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SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kiley Kealoha	'Aha Punana Leo	Support	No

Comments: I support this bill ONLY with the Aha Punana Leo amendments!

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Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Ku upuamae ole Kiyuna	Individual	Support	No

Comments: I support this bill with 'Aha Punana Leo's amendments. Mahalo

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Cc: schinnliu@gmail.com
Subject: Submitted testimony for SB1095 on Apr 2, 2013 14:00PM

SB1095

Submitted on: 4/2/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Sierra Chinn-Liu	Individual	Support	No

Comments: I support this bill with 'Aha Punana Leo's amendments. Mahalo. (Ultimately, 'APL's amendments will ensure Hawai'i's context for early learning in either of Hawai'i's two (2) official languages.) Mahalo nui. E ola ka 'olelo Hawai'i!

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LATE

April 2, 2013

Representative Luke and members of the Hawai'i State Legislature,

I am testifying in support of the inclusion of the Pūnana Leo sponsored amendments to SB 1093 relating to school readiness and SB 1095 relating to early childhood education.

I am Candace Kaleimamoowahinekapu Galla (Native Hawaiian) and an Assistant Professor of First Nations Languages & Education at the University of British Columbia (UBC) in Vancouver, Canada and know the Pūnana Leo and Hawaiian language college at UH-Hilo through my former position as Assistant Professor in Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language at UH-Hilo and work in this field for nearly 10 years.

The amendments before you will be groundbreaking for Native American education in recognizing that a distinct pathway for teacher training, standards, and assessments are needed for early childhood education provided through our endangered Native American languages.

Furthermore, the inclusion of a "safe harbor" in the form of participation in the laboratory school program of the state Hawaiian language college is crucial to allow good faith participation in current best practices relative to Native American language early education, while the distinctive pathways, teacher training programs, standards, and assessments are being developed.

Hawai'i is indeed fortunate that it has an indigenous language college with a laboratory school system that has built early education and K-12 education through Hawaiian to the nationally recognized position that it currently occupies.

Though there is not a program in Indigenous language education in the Faculty of Education at UBC, there are programmatic efforts that are being undertaken to further this initiative. I continuously use Hawai'i as a model to further Indigenous language revitalization efforts in Vancouver and throughout British Columbia where I currently reside.

Again, please include the Pūnana Leo amendments and continue to break ground in Native American language medium education that can be used to help our communities move forward with similar legislation and programing.

Sincerely,

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