



EXECUTIVE OFFICE ON EARLY LEARNING
HONOLULU

GG WEISENFELD
DIRECTOR

Testimony in **Support** of
S.B. 2975 S.D. 1, Relating to Early Learning
By GG Weisenfeld, Director

House Committee on Education
March 14, 2014
2:00 p.m., Room 309

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

Good afternoon. I am GG Weisenfeld, Director of the Executive Office on Early Learning (EOEL). EOEL is in support of Senate Bill 2975, Senate Draft 1.

The purpose of this bill is to appropriate funds for the Executive Office on Early Learning to enter into contracts with third party providers for family-child interaction learning programs.

EOEL requests that \$1 million be appropriated for this purpose, to be used in FY2015 for the 2014-2015 school year. This will provide approximately an additional 400 four-year-old children with access to a prekindergarten program.

Family-child interaction learning programs are an important part of the early learning system that EOEL is charged with developing pursuant to Act 178, Session Laws of Hawaii 2012.

To prepare as many four-year-olds for kindergarten as possible, it is important to use and expand the already-existing mixed-delivery system. EOEL's approach is to support such a mixed-delivery system, which includes private, community-based preschools; Head Start programs; family child care homes; special education prekindergarten classrooms; family-child interaction learning programs; and DOE-EOEL prekindergarten programs.

All of these options are funded through a variety of funding streams, including federal, parent (which make up the highest percentage), private foundation (such as Kamehameha Schools), special education, and state funds.

This session, EOEL is seeking funds for the school year beginning August 2014 for:

EXECUTIVE OFFICE ON EARLY LEARNING, STATE CAPITOL RM 417 • HONOLULU, HAWAII 96813
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- Family-child interaction learning programs (\$1 million for 400 children*); and
- The DOE-EOEL Prekindergarten Program (\$4,470,208 for 640 children*).

*Free- and reduced-price meal eligible – a family of four could qualify if its income is at or below \$50,117.

More than five organizations provide family-child interaction learning programs -- such as INPEACE's Keiki Steps and Partners in Development Foundation's Tutu & Me programs -- at sites across the state. These organizations reach several thousand children.

This bill appropriates funds to contract with FCIL providers, which is an important part of the effort to reach more four-year-olds in the 2014-2015 school year.

Each component of our budget request for the FCIL program is linked to building a quality prekindergarten program. Prekindergarten experiences must be of high quality to make a difference in outcomes for children. To ensure high quality is implemented, we have identified five key elements that must be incorporated within the program:

- **Ongoing professional development.** Research has shown that the most successful method for creating high-quality teachers is systematic, ongoing professional development. That is why we will contract for services (\$90,000) that will coordinate targeted professional development workshops for the participating administrators and teachers on topics such as child development, use of individual child formative assessments, effective family engagement techniques, and curriculum. For teachers to participate in the required monthly workshops, travel for neighbor island staff to participate in biannual seminars (\$8,000) has been included. Programs will also be asked to justify how they will mentor their teachers.
- **Focus on Child Outcomes.** To ensure children are learning and progressing in their growth and development, the curriculum implemented in the program must be aligned with the Hawaii Early Learning and Development Standards (HELDS). HELDS are research-based standards that identify the expectations of knowledge and behavior for children from birth through kindergarten entry. They are a set of expected knowledge and behaviors categorized into five "domains" or areas based on the National Education Goals Panel framework: Physical Well-being, Health, and Motor Development; Social and Emotional Development; Approaches to Learning; Cognition and General Knowledge; and Language and Literacy. To measure a child's progress in these domains, the teachers will be required to conduct ongoing formative assessments on each child (\$4,000).
- **Program Assessment.** To evaluate the quality of teacher-child interactions, EOEL would use one of several tools available to provide direct feedback to the teachers. The indicators that would be collected biannually include: the climate of the environment and emotional support provided to the students; site organization including the use of

materials and behavior management; and instructional support that is occurring, such as concept development and language modeling (\$8,000).

- **Environment.** To establish a high-quality program, an appropriate environment must be created. Sites would need consumable materials for the children to use, such as writing materials and paper (\$40,000).

EOEL suggests the following amendments to the bill:

- Clarify that the Office shall “enter into contracts with third party providers **of** family-child interaction learning programs.”
 - Page 1, lines 3 and 11

EOEL respectfully asks that the committee move this bill forward. Thank you for the opportunity to provide testimony on this bill. I am happy to answer any questions you may have.



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

Date: 03/14/2014

Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 2975, SD1(sscr2743) RELATING TO EARLY LEARNING.

Purpose of Bill: Makes an appropriation for the executive office on early learning to enter into contracts with third party providers for family-child interaction learning programs. Effective 7/1/2050. (SD1)

Department's Position:

The Department of Education (Department) supports the substantive content of SB 2975 SD1. The Department recognizes the importance of establishing a quality early learning system to support all children in their journey towards a college- and career-ready future in Hawaii.



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

March 14, 2014

MEMORANDUM

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

FROM: Barbara Yamashita, Deputy Director

SUBJECT: **S.B. 2975, S.D. 1 – RELATING TO EARLY LEARNING**

Hearing: Friday, March 14, 2014; 2:00 p.m.
Conference Room 309, State Capitol

PURPOSE: The purpose of S.B. 2975, S.D. 1, is to appropriate funds for the Executive Office on Early Learning to enter into contracts with third party providers for family child interaction learning programs as part of a mixed-delivery early learning system to ensure school readiness of Hawaii's children prior to entering kindergarten.

DEPARTMENT'S POSITION: The Department of Human Services (DHS) supports this bill.

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

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

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

There are communities throughout the State, however, which do not have preschools available to which families could send their children, even if the families are eligible for the POD program. Families who choose family child interaction learning programs are not eligible for the POD program since family child interaction learning programs do not qualify as a preschool.

An appropriation for the Executive Office on Early Learning (EOEL) to enter into contracts with third party providers for family child interaction learning programs as part of a mixed-delivery early learning system to ensure school readiness of Hawaii's children prior to entering kindergarten would benefit families in communities where community-based preschools are not available or for families for which family child interaction learning programs are the preferred option.

Legislative approval of the Governor's Supplemental Executive Budget request of \$1 million for EOEL to contract with family child interaction learning programs will support school readiness for more of Hawaii's children.

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

March 14, 2014

House of Representatives
Committee on Education
March 14, 2014
2:00 p.m.
Conference Room 309

Re: SB 2975, SD1 Relating to Early Learning

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

The Early Learning Advisory Board supports SB 2975 SD1, which makes an appropriation for the executive office on early learning to enter into contracts with third party providers for family-child interaction learning programs.

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.

Hawai'i has been a national leader in ensuring access to quality health care, family support and community based models that improve the lives of young children. The Early Learning Advisory Board seeks to ensure that all children are valued, safe, healthy and ready to succeed. The board has adopted a comprehensive action strategy to achieve its goals. 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
Chair, Early Learning Advisory Board

State of Hawaii Early Learning Advisory Board (ELAB)
elab.k12.hi.us



PARTNERS IN DEVELOPMENT
FOUNDATION

13Mar14

To: The House Committee on Education
From: Partners In Development Foundation
Re: Testimony in Support of SB 2975 D1: Relating to Early Learning

Aloha Chair Takumi, Vice-Chair Ohno, and members of this Committee on Education,

Partners In Development Foundation strongly supports the intent of this legislation. As long-time providers of Family Child Interactive Learning (FCIL) preschool early education services (as opposed to day-care), to at-risk Native-Hawaiian families within our communities, we have experienced first-hand the positive effect that this mode of teaching has made in their lives. It is not just the child that learns but also the caregiver, which makes it possible for the educational process to continue within the home.

Why are FCILs important?

- 40% of keiki are NOT in preschool and in FCIL communities the statistic is as low as 20%.
- 85% of the brain develops in the first three years of life.
- One out of every three children is not reading at grade level by the third grade.
- For every \$1 spent on quality early education, the state gets \$7.00 return on its investment.
- The Parenting component of the FCIL insures that the child and *family* will be ready for the kindergarten transition.
- Family choice matters! Parents should have a variety of early childhood options from which to choose for their keiki -- options that meet their family needs.
- FCIL's foster life-long learning as it promotes the importance of caregiver involvement and being the critical support in the educational well-being of the child.

Why should you support FCIL Programming?

- Viable option for many families, especially those who choose to keep their children with them or cannot afford center-based drop-off preschool.
- FCIL programs provide free and high-quality early childhood education programming, vital and culturally responsive services to some of the state's highest need populations.
- FCIL practicing preschools are strategically placed in underserved areas where there are high concentrations of Native Hawaiians and minority populations.

Serving Hawai'i's Families, Living Hawaiian Values

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A positive FCIL example is our Ka Pa'alana traveling preschool, which provides early education services to homeless communities. This in turn has helped us to develop a rapport of trust, that allow us to transition these displaced families into shelters where we can further assist in finding jobs for the adult members and in some cases, assist in getting them permanent housing.

Additionally, the Ka Pa'alana traveling preschool for the homeless is the only such program in the nation that is accredited by the National Association for the Education of Young Children (NAEYC).

The NAEYC through strict assessment procedures has determined that Ka Pa'alana's Hope Shelter preschool meets, and in many instances exceeds, the high standards required for NAEYC accreditation.

Current FCIL programs are operated by a consortium of USDOE Native Hawaiian grantees that collectively form an organization dedicated to serving communities through the FCIL education system: 'Aha Pūnana Leo, ALU LIKE, Inc., INPEACE (Institute for Native Pacific Education and Culture), Kamehameha Preschools, Keiki O Ka 'Āina Family Learning Centers and Partners in Development Foundation.

The 6 organizations independently serve 25,000 children and their families statewide, strategically located in Native Hawaiian communities, rural settings and areas where there is a gap in services for children ages 0-5.

It is clear, that if Hawai'i wants to improve school readiness for Hawai'i's Keiki while actively preparing and promoting positive parenting, the FCIL approach to learning must be considered in any future plan of comprehensive early education. FCIL programming provides supported quantified results, is highly cost effective, is able to serve the capacity needed in rural communities, and transcends cultural and socio-economic lines that are often barriers to early education by traditional center-based preschools.

The current FCIL programs are embedded in rural and Native Hawaiian communities. The infrastructure is already built and the transition to build capacity is in place.

Support of FCILs through SB 2975 SD1 sends a clear message that the State of Hawai'i is willing to diversify early learning options based on family need and choice!

Mahalo Nui,



Billy Richards
Director of Communications
Partners In Development Foundation

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

Senate Committee on Education
Senator Jill Tokuda, Chair
Senator Michelle Kidani, Vice Chair

January 29, 2014

Dear Chair Tokuda, Vice Chair Kidani, and Committee Members:

This testimony is submitted in support for SB2975, allowing the Executive Office of Early Learning to enter into contracts with third party providers offering child family interaction early learning programs, and the financial support for these programs.

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 State's plan of offering a variety of early learning and education options for our children. We like the child family interaction programs, specifically because they are focused on engaging parents and families with their children in these critical early years. Some families may not want to enroll their children in a traditional pre-school program. Child family interaction programs offer an alternative to help parents/caregivers build their capacity to support their children, and give them the tools to guiding their children when they enter the K-12 system.

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 Nutrition and Physical Activity Coalition

*Hawaii State PTSA

Hawai'i State Student Council

Hawai'i State Teachers Association

Hawai'i P-20

Hawai'i 3Rs

Head Start Collaboration Office

It's All About Kids

*INPEACE

Joint Venture Education Forum

Junior Achievement of Hawaii

Kamehameha Schools

Kanu Hawai'i

Keiki to Career

Kupu A'e

*Leaders for the Next Generation

Learning First

McREL's Pacific Center for Changing the Odds

Our Public School

*Pacific Resources for Education and Learning

*Parents and Children Together

*Parents for Public Schools Hawai'i

Punahou School PUEO Program

Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

YMCA of Honolulu

Voting Members (*)



March 12, 2014

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

FROM: Deborah Zysman
Executive Director
Good Beginnings Alliance

RE: **Support for SB2975 SD1: RELATING TO EARLY LEARNING.**

The Good Beginnings Alliance **supports SB2975 SD1**, which appropriates funding for the Executive Office on Early Learning (EOEL) to enter into contracts with third party providers for family child interaction learning (FCIL) programs. The Good Beginnings Alliance (GBA) is a policy and advocacy organization focused on ensuring that Hawaii's young children are healthy, safe, and ready for school. We have, and continue to be, in strong support of FCILs as an effective and proven early learning method.

FCILs emphasize the importance of family in the learning process for children ranging from birth through kindergarten. In 2006, GBA was fortunate to participate in a facilitated effort, led by 'ELEU, the Native Hawaiian Early Learning Consortium, to review and outline the benefits of FCILs as a culturally and educationally relevant early learning system. This report helped describe the strength and purpose of FCILs by explaining and illustrating their curriculum, standards, assessment criteria, family interaction methods, environmental issues, and outcomes.

One need only look at the exceptional services that 'ELEU and others provide communities around our state to understand the important niche that FCILs fill. SB2975 SD1, if funded, would allow EOEL to work in tandem with our FCIL programs around the state to ensure that Hawaii's early learning system is inclusive and diverse enough to serve a variety of communities with varying needs.

GBA strongly supports SB2975 SD1 and appreciates this opportunity to testify.

Sincerely,

A handwritten signature in black ink, appearing to read "Deborah Zysman", written over a light blue horizontal line.

Deborah Zysman
Executive Director
Good Beginnings Alliance

ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 11, 2014 12:49 PM
To: EDNtestimony
Cc: tabalos@hsta.org
Subject: Submitted testimony for SB2975 on Mar 14, 2014 14:00PM

SB2975

Submitted on: 3/11/2014

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

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Tanya Abalos | HSTA | Comments Only | Yes |

Comments: The Honorable Chair Roy Takumi, The Honorable Vice-Chair Takashi Ohno and Members of the Committee: The Hawaii State Teachers Association (HSTA) would like to provide comments to SB 2975, SD1 relating to third party providers for family child interaction learning programs. HSTA is the exclusive representative of more than 13,500 public and charter schoolteachers statewide. As the state affiliate, of the 3.2 million members of the National Education Association, HSTA believes in the importance of quality programs to assist family child interaction. It is unclear what type of services will be provided to students prior to entering Kindergarten, however we are opposed to:

- Any privatization or subcontracting programs that have the potential to reduce the resources that otherwise would be available to achieve and/or maintain a system of quality public education, or the potential to otherwise negatively impact on public education;
- Allows public funds to be used for religious education or other religious purposes or otherwise weakens the separation of church and state;
- Places the economic security of public education employees at risk, without regard to individual job performance so that the services in question can be performed by private sector employees; or has the purpose or effect of causing or maintaining racial segregation in the public schools.

We urge you to invest in our public school as they are underfunded and value our existing schools by keeping tax dollars to serve all children in public schools. Thank you for the opportunity to provide comments on SB 2975, SD1.

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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Chamber of Commerce HAWAII

The Voice of Business

**Testimony to the House Committee on Education
Friday, March 14, 2014 at 2:00 P.M.
Conference Room 309, State Capitol**

RE: SENATE BILL 2975 SD1 RELATING TO EARLY LEARNING

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

The Chamber of Commerce of Hawaii ("The Chamber") **supports** SB 2975 SD1 Relating to Early Learning.

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

The Chamber believes that this measure must be in place to provide services to children before they enter kindergarten. Providing family child interaction learning programs as part of a mixed delivery early learning system is critical in ensuring school readiness of Hawaii's children prior to entering kindergarten.

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

Thank you for the opportunity to testify.



Friday, March 14, 2014
2:00 PM
Conference Room 309

TESTIMONY TO
THE HOUSE COMMITTEE
ON EDUCATION

RE: SB 2975 SD1 – Relating to Early Learning

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

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

HAIS is in strong support of SB 2975 SD1, which would allow the office of early learning to enter into contracts with Family Child Interaction Learning (FCIL) programs. Hawaii is one of only ten states that does not have an established statewide early learning program, which means that we are missing a very crucial window of opportunity in the neural brain development of our young children.

SB 2975 SD1 will allow the Office of Early Learning to proceed with the development of a comprehensive early childhood system using public-private partnerships to build upon an already-existing high-quality early learning infrastructure. Due to limited resources and funds, it is imperative that the public and private sectors collaborate on this effort to ensure that all children have an equal opportunity for access to a quality early childhood education.

There is no one-size-fits-all mode of delivery for that education, thus it will be important to have the support of a variety of different modes for education that a mixed-delivery system would provide in order to reach the majority of the preschool-age population. FCIL programs provide an alternative for those who do not prefer formal schooling in group child care centers and public preschools or family child care homes. FCILs also engage the families in the education of their young children, an integral part of a successful and effective early education experience.

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



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House of Representatives
Committee on Education
Friday, March 14, 2014
Hawai'i State Capitol, Room 309

SB 2975, SD1- appropriating funds for family child interaction learning programs

Aloha Chair Takumi, Vice Chair Ohno, and members of the committee. Hawai'i Association for the Education of Young Children (HAEYC) supports the intent of SB 2975, SD1.

HAEYC requests that a definition of family child interaction learning (FCIL) programs be provided, as well as accountability for the funding and quality of programs that are funded.

FCIL programs are DHS license-exempt, as an adult is with the child for the time that they are at the program. Programs typically have adult/child(ren) come twice a week, for at least two hours. FCIL programs usually serve children from birth to kindergarten entry. The extent to which FCIL programs assess child development and share child development information with families varies. HAEYC supports quality across the FCIL programs.

HAEYC acknowledges 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.

Thank you for this opportunity to testify.

Our mission is to promote, support, and expand quality and professionalism in early childhood programs and services for Hawai'i's young children (B-8) and their families.



KAMEHAMEHA SCHOOLS®

House of Representatives
Twenty-Seventh Legislature 2014
State of Hawai'i

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

DATE: March 14, 2014
TIME: 2:00 p.m.
PLACE: Conference Room 309
Hawai'i State Capitol

FROM: Kamehameha Schools

RE: SENATE BILL 2975, SD1 RELATING TO EARLY LEARNING

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

Thank you for this opportunity to testify on SB 2975, SD1 relating to early learning. Kamehameha Schools offers comments in support of appropriating funds for the executive office on early learning to enter into contracts with third party providers for family child interaction learning programs as part of a mixed-delivery early learning system to ensure school readiness of Hawaii's children prior to entering kindergarten. This measure reflects the importance and value of a dual choice system as being cost effective for serving low income families. We have been committed to advancing early learning across the state and have served in a leadership role with the state's Early Learning Advisory Board which unequivocally supports family child interaction learning programs.

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

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



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

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

FROM: Scott Morishige, Executive Director, PHOCUSED

HEARING: House Committee on Education
Friday, March 14, 2014 at 2:00 p.m. in Rm. 309

Testimony in Support of SB2975 SD1, Relating to Early Learning.

Thank you for the opportunity to provide testimony **in support** of SB2975, which appropriates funding for the Executive Office on Early Learning (EOEL) to enter into contracts with third party providers for family child interaction learning (FCIL) programs. PHOCUSED is a statewide coalition of health, housing, and human services organizations committed to strengthening policies and programs that benefit the marginalized and underserved in Hawaii. We strongly support FCILs as an effective and proven early learning method.

FCIL programs play a critical role in our state by providing a culturally-relevant educational environment for children ranging from birth through preschool. FCILs not only help to prepare Hawaii's keiki with the social and emotional development they need to be ready for kindergarten, but these programs also emphasize the critical importance of family in the early learning process.

This bill will enable EOEL to work together with FCIL programs to provide increased access and more affordable options for families throughout Hawaii, especially for those families who reside in our most high-need communities.

Once again, PHOCUSED supports SB2975 to provide a strong foundation for all of Hawaii's keiki. We appreciate the opportunity to provide testimony on this important issue.

INPEACE- Institute for Native Pacific Education and Culture

TESTIMONY

SB 2975 SD 1

RELATING TO EARLY LEARNING

Testimony Presented Before House Committee on Education
March 14, 2014 @ 2:00 pm in House Conference Room 309
by Dr. Kanoe Nāone, Chief Executive Officer, INPEACE

On behalf of INPEACE, the Institute for Native Pacific Education and Culture, I express our **strong support for SB 2975 SD 1**. 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. As CEO of INPEACE, I know that the passage of SB 2975 SD 1 will have a lasting impact for our state and our future.

An equitable early childhood education is critical to the success of our children and the economic future of our state. As a Family Child Interaction Learning (FCIL) preschool program, Keiki Steps by INPEACE provides vital and culturally responsive services in schools where there are high rates of special education and low rates of preschool attendance. We are able to achieve success via FCILs by empowering families with the knowledge they need in order to support their children throughout school and life. FCILs have proven outcomes to get children ready for school. It's also cost effective. In addition to the \$2,400 cost per child, per year, FCILs have more than \$2,400 in family volunteer hours accounted for each child in the program, annually, at a rate of only \$8.00 per hour. Our program is **free** so parents and families don't have to worry about tuition, they are simply required to "volunteer" along-side their child at all times -- which we consider a co-payment.

Preparing students early is also a cost benefit to the state if you consider the \$18,000 annually per child/per year rate for special education – where many students without preschool experience end up. That's more than \$6,000 a year over the regular education costs of K-12 students, per child, per year.

To help combat this, 'Eleu, an early childhood consortium comprised of 6 organizations, collectively serves more than 25,000 children and their families statewide. Our FCILs are strategically placed in underserved areas where there are high concentrations of Native Hawaiians and minority populations. Support of FCILs through SB 2975 SD 1 sends a clear message that the state is willing to diversify the early learning options based on family need and choice!

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

Friday, March 14, 2014
2:00 PM
Conference Room 309

TESTIMONY TO
THE HOUSE COMMITTEE
ON EDUCATION

RE: SB 2975 SD1 – Relating to Early Learning

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

My name is Cathy Ogawa and I am a former preschool teacher and preschool director and have been a part of the early learning committee for over 23 years.

I am in strong support of SB 2975 SD1, which would allow the office of early learning to enter into contracts with Family Child Interaction Learning (FCIL) programs. Hawaii is one of only ten states that does not have an established statewide early learning program, which means that we are missing a very crucial window of opportunity in the neural brain development of our young children.

SB 2975 SD1 will allow the Office of Early Learning to proceed with the development of a comprehensive early childhood system using public-private partnerships to build upon an already-existing high-quality early learning infrastructure. Due to limited resources and funds, it is imperative that the public and private sectors collaborate on this effort to ensure that all children have an equal opportunity for access to a quality early childhood education.

I have always taught preschool in formalized settings, but I strongly believe that there is no one-size-fits-all mode of delivery for that education, thus it will be important to have the support of a variety of different modes for education that a mixed-delivery system would provide. FCIL programs provide an alternative for those who do not prefer formal schooling in group child care centers and public preschools or family child care homes. FCILs also engage the families in the education of their young children, an integral part of a successful and effective early education experience.

Because my family was unable to afford preschool in a formal school setting, we participated in playgroups so that I would have opportunities for social interaction with other children my age. To this day those days are cherished memories of my childhood.

Thank you to the House Education Committee for continually demonstrating a dedication to improving the educational opportunities available to all of our children. And, I especially thank you for the opportunity to testify in strong support of this measure.

ohno2-Rexie

From: Elliot Zysman <dzysman@gmail.com>
Sent: Thursday, March 13, 2014 6:56 PM
To: EDNtestimony
Subject: Testimony in support of SB2236,SD2, SB2826, SD1, and SB2975, SD1

Elliot Zysman from Honolulu, HI writes:

Dear Chair Takumi and Vice-Chair Ohno.

My name is ELLIOT. I am 4. All kids should learn how to write hard stuff, I go to preschool. My teacher is Miss Nicole. My favorite thing to do at school is to write.

I think kids should go to school for what number they are. If there are lots of classes they should go with kids as tall as they are.

Form Data:

Email 1 (Primary): dzysman@gmail.com

First Name: Elliot

Last Name: Zysman

City: Honolulu
State: HI
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**Personal Written Testimony Presented Before the
House Education Committee
March 14, 2014
by, Robyn S. B. Chun**

S.B. 2975, S.D. 1 RELATING TO EARLY LEARNING

Honorable Chair Takumi, Vice Chair Ohno, Members of the Education Committee:

I am testifying **in support** of **S.B. 2975, S.D. 1** which allows an appropriation for the Executive Office on Early Learning to enter into contracts with third party providers for family child interaction learning programs.

S.B. 2975, S.D. 1 makes it possible for the Executive Office of Early Learning (EOEL) to contract with family child interaction learning programs so they may be included as part of a multi-faceted early learning system should the constitutional amendment pass in November. The FCILs are recognized in statute as one of the 4 types of early learning programs that make up our current birth - PK early education system. These programs originated from the Native Hawaiian community because the other options available were inaccessible or were structured in ways that were unable to meet the needs of Native Hawaiian O'hana. In areas with high populations of Native Hawaiians, FCILs and other innovative programs were created by leaders within these communities that were sensitive to the cultural values and concerns of Native Hawaiians and Pacific Islander families.

The FCILs are a vital link in our system of early learning services. These programs reach out to families at homeless shelters, on the beach, or in their communities in ways that enable them to reach families who are the most likely not to be able or willing to make use of more conventional preschools. The organizations that created these programs listened and designed programs based on what they knew about families in Native Hawaiian communities rather than asking families to make choices that are difficult such as putting the care and learning of a preschool aged child over a younger sibling who may be a toddler. They have particularly powerful family engagement practices that accomplish much more than support a child's development and learning. They engage in powerful, intergenerational community development work.

Furthermore, because they have benefited from the generous federal dollars Senator Inouye has championed for programs that serve Native Hawaiians, they have a history of collecting data to evaluate outcomes based on assessments that are well recognized in the field such as the ASQ, ASQ-SE, and PPVT and to seek other quality measures such as program accreditation by the National Association for the Education of Young Children. Moreover, FCILs contribute to workforce development in a way that supports the economic independence of

parents by making recruiting from within the communities they serve and enabling those working with our youngest keiki to attend college and obtain a degree or to better themselves through job embedded professional development. The workplace practices of FCILs are supportive of the values and competing familial demands placed particularly on young mothers who are Native Hawaiians or Pacific Islanders.

The FCILs go where no one will go, reach out to people who other programs do not touch, and encourage the voice and conviction of the parents and families within our most vulnerable communities. If we are going to turn around the career and college readiness of our most vulnerable keiki and empower their parents to become financially self-sustaining, these programs must be included as part of our solution. We have much to learn from them. Including FCILS in legislation is critical as we strive to build an early learning system that builds on the collective strengths and assets of our community based and public institutions. By doing so we will be able to make sure that the early childhood practitioners that serve in these programs obtain vital resources and also that the rest of the early learning system, including our public school settings, are able to learn from their successes.

Robyn Chun, M.Ed.
Teacher Educator
University of Hawai'i at Mānoa

ohno2-Rexie

From: Ravandolyn Galvin <ravandolyngalvin@gmail.com>
Sent: Thursday, March 13, 2014 3:39 PM
To: EDNtestimony
Subject: Testimony in support of SB2236,SD2, SB2826, SD1, and SB2975, SD1

Ravandolyn Galvin from Honolulu, HI writes:

Dear Chair Takumi and Vice-Chair Ohno. I am writing in support of three early learning bills: SB2236, SD 2, which allows the Executive Office on Early Learning to use underutilized or vacant public or charter school classrooms for public preschool classes; SB2826, SD1, which establishes the Early Learning Program for the state; and SB2975, SD1, which provides funding for family-child interaction learning centers. Passage of these measures is important to increasing access to the early learning programs our keiki need and deserve. We need to invest in our youngest citizens for their future and the future of our state. Please support these early learning measures and thank you for allowing me to submit testimony. Mahalo!

Form Data:

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First Name: Ravandolyn

Last Name: Galvin

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