



EXECUTIVE OFFICE ON EARLY LEARNING
HONOLULU

GG WEISENFELD
DIRECTOR

Testimony in **Support** of
S.B. 2768 S.D. 2, Relating to Kindergarten
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 2768, Senate Draft 2.

The purpose of this bill is to make kindergarten mandatory for a child who will be at least five years of age on or before July 31 of the school year. The bill further requires the Department of Education, in collaboration with the Executive Office on Early Learning, to develop a statewide individualized kindergarten readiness process and establish an individualized kindergarten readiness assessment tool.

EOEL supports the provision to make kindergarten mandatory.

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

As we work to implement an early learning system in Hawaii, it makes sense to have mandatory kindergarten to promote the continuity of children's experiences from prekindergarten to kindergarten. While most children enroll in kindergarten, some families do not feel compelled to send their children to school on a consistent basis because it is not mandatory. Without the skills that can be gained through a kindergarten experience, these children may have to play

catch up with their peers in first grade. This may leave the child feeling discouraged and put them in a position to fall further behind.

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

EOEL also supports the requirement of this bill that EOEL cooperate with the Department of Education to develop a uniform statewide individualized kindergarten readiness assessment process. As EOEL develops a prekindergarten program for four-year-olds, it is important that the School Readiness and Early Childhood Education programs align with the DOE kindergarten program. A kindergarten readiness assessment process is an important part of achieving this alignment.

EOEL suggests the following amendments to the bill:

- Clarify that a “statewide individualized kindergarten readiness assessment process” is to be developed by the Department of Education, in collaboration with EOEL:
 - Page 7, lines 17-18
 - Page 8, lines 11-12 and lines 21-22

We also suggest that section 302A-411, which establishes the kindergarten program in DOE, may be unnecessary if the age for compulsory education is being changed in section 302A-1132.

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



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

Date: 03/14/2014

Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 2768, SD2(sscr2819) RELATING TO KINDERGARTEN.

Purpose of Bill: Makes kindergarten mandatory for children who will be at least five years of age on July 31 of the school year. Requires the department of education, in collaboration with the executive office on early learning, to develop a statewide kindergarten readiness program. Establishes an individualized kindergarten readiness assessment tool. Makes an appropriation to the department of education. Effective 7/1/2050.
(SD2)

Department's Position:

The Department of Education (Department) supports the substantive content of SB 2768 SD2 that mandates kindergarten for children who will be five years of age by July 31 of the school year.

The Department, in collaboration with the Executive Office on Early Learning, is committed to developing a comprehensive kindergarten program of instruction, providing professional development for kindergarten teachers, and implementing an individualized kindergarten readiness assessment system.

For the Committee's information, the Department has estimated funding in the amount of \$870,000 for the increased support necessary for establishment of the assessment system, specifically for the hiring of substitute teachers that will be needed as teachers undergo the training and professional development required pursuant to this measure. While we understand this will be a matter for the Finance Committee to address we ask for your favorable support of an appropriation to assist with the effective implementation of this measure as the Department would not have the means to do so under our budget appropriation.

We are also aware of HB14 HD2 that speaks to this same subject matter. The Department has supported this particular measure.

The Department is committed to a kindergarten system that balances quality learning experiences with developmentally appropriate practices in classrooms to support every child's 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. 2768, S.D. 2 – RELATING TO KINDERGARTEN**

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

PURPOSE: The purposes of this bill are to make kindergarten mandatory for a child who will be at least five years of age on July 31 of the school year; requires the Department of Education, in collaboration with the Executive Office on Early Learning, to develop a statewide kindergarten readiness program; establishes an individualized kindergarten readiness assessment; and makes an appropriation to the Department of Education.

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

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

The Preschool Open Doors (POD) program serves low- to moderate-income families whose late-born children are affected by the change in kindergarten entry age in the 2014-2015 school year or whose children will be eligible for kindergarten in the following school year.

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

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



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

TESTIMONY BEFORE THE HOUSE COMMITTEE
ON EDUCATION

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

DATE: FRIDAY, MARCH 14, 2014

RE: S.B. 2768, SD2 – RELATING TO KINDERGARTEN

PERSON TESTIFYING: WIL OKABE
HAWAII STATE TEACHERS ASSOCIATION

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

The Hawaii State Teachers Association (HSTA) wholeheartedly **strongly supports S.B. 2768, SD2, Mandatory Kindergarten.**

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

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

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

Thank you for the opportunity to testify in **strong support of SB 2768, SD2.**



1806 So. King Street | Suite 30 | Honolulu, HI 96826 | (808)942-4708 | FAX (808)955-2739 | haeyc@hawaiihaeyc.org

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

SB 2768, SD2– Relating to kindergarten

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 2768, SD2.

Making kindergarten mandatory would demonstrate the state's continued commitment to quality early childhood education. HAEYC supports the use of an appropriate assessment system that is used to benefit the child, used in planning curriculum, and is not used for high stakes decisions. Data collected should be used appropriately to improve classroom instruction. Data used to evaluate teacher effectiveness must be carefully thought out and planned.

HAEYC also supports the reinstatement of a state level Early Childhood Specialist with appropriate support at the district levels.

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.



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 2768 SD2 RELATING TO KINDERGARTEN

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

The Chamber of Commerce of Hawaii ("The Chamber") **supports** SB 2768 SD2 Relating to Kindergarten.

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

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

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

Thank you for the opportunity to testify.



HAWAI'I EDUCATIONAL POLICY CENTER TESTIMONY

Presented by Shannon Hillman- Research Associate
Hawai'i Educational Policy Center
March 14th, 2014

COMMITTEE ON EDUCATION

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

DATE: Friday, MARCH 14, 2014
TIME: 2:00 p.m.
PLACE: Conference Room 309

RE: SB 2768 SD2 RELATING TO MANDATORY KINDERGARTEN

The Hawai'i Educational Policy Center (HEPC) Supports this Bill. If Bill SB 2768 SD2 regarding mandatory kindergarten passes, Hawai'i will join 9 other states (as of 2012) that have made kindergarten mandatory at age 5, with most states keeping mandatory ages at 6 and 7 years old.

Over the last few years, there has been much national research done on the effects of Kindergarten entrance age and achievement. Some have purported that delaying students' entrance until age 6 is beneficial in later years, with some students scoring higher achievement marks. However, this research has often neglected the contributions that family plays during this stage of development. It also neglects the social development benefits that are gained by students attending kindergarten earlier and interacting with others on a daily basis. Delaying students until a later age can also be a financial burden on families in the form of childcare and other such services.

HEPC has done several studies on the benefits of kindergarten in regard to readiness for school several years ago which is still applicable in today's current educational climate. These can be viewed online at:

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

Thank you for the opportunity to present testimony.

HAWAI'I EDUCATIONAL POLICY CENTER
1776 University Avenue, Castle Memorial Hall 133 • Honolulu, Hawai'i 96822
Dr. Jim Shon, Director Phone (808) 282-1509 • jshon@hawaii.edu
<http://manoa.hawaii.edu/hepc/>

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

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

March 14, 2013

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

This testimony is submitted in support for SB2768 SD2, requiring Kindergarten to be mandatory, and establishing a statewide Kindergarten readiness and assessment system.

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

The Coalition supports mandatory Kindergarten for our students. The Coalition in recent years has supported Early Learning legislation, as our members believe that the earlier a child is exposed to school, the better outcomes for student achievement. SB2768 makes clear that all five-year olds are required to attend school, ensuring consistency from a pre-Kindergarten program to a Kindergarten program. We have heard from school administrators that while most children enroll in Kindergarten, because it is not mandatory, some families will not feel compelled to send their children to school on consistent basis. Therefore, along with the change in legislation, we also recommend an outreach program be implemented to educate families about the change in the law along with the importance of daily attendance.

The Coalition also supports establishing a uniform statewide Kindergarten readiness process as well as an individualized Kindergarten readiness assessment system. We like that there will be collaboration between the Executive Office of Early Learning and the Department of Education, so that alignment is maintained.

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

Sincerely,

Cheri Nakamura
HE'E Coalition Director

HE'E Member List

Academy 21
Academy 21
After-School All-Stars Hawaii
Alliance for Place Based Learning
*Castle Complex Community Council
Center for Civic Education
Coalition for Children with Special Needs
*DOE Windward District
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
*Good Beginnings Alliance
Harold K.L. Castle Foundation
*Hawaii Appleseed Center for Law and Economic Justice
Hawai'i Athletic League of Scholars
*Hawai'i Charter School Network
*Hawai'i Nutrition and Physical Activity Coalition
*Hawaii State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii
Kamehameha Schools
Kanu Hawai'i
Keiki to Career
Kupu A'e
*Leaders for the Next Generation
Learning First
McREL's Pacific Center for Changing the Odds

Our Public School

*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i
Punahou School PUEO Program
Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education
YMCA of Honolulu
Voting Members (*)



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: **Testimony in support of SB2768 SD2: RELATING TO KINDERGARTEN.**

The Good Beginnings Alliance **supports SB2768 SD2**, which seeks to make kindergarten mandatory in Hawaii for a child who is at least five years old on July 31 of the school year. The measure also calls on the Department of Education and the Executive Office on Early Learning (EOEL) to collaborate on developing kindergarten readiness program and an individual readiness assessment system.

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

Importantly, SB2768 SD2 also provides for the development of a new individual student assessment system to replace the current Hawaii state school readiness assessment (HSSRA). GBA supports this effort as it is an invaluable tool to help measure the skills and abilities of children entering the DOE system, as well as the range of preschool and childcare experiences that a child may or may not have had. This information helps teachers and families better address an individual student's needs, and helps policymakers better address the needs of our overall education system.

SB2768 SD2 ensures that mandatory Kindergarten in our state comes with the quality oversight, investment in teacher training and resources, and protections for parents who choose not to take part in the proposed assessment system.

Sincerely,
Deborah Zysman
Executive Director
Good Beginnings Alliance

ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 13, 2014 9:40 PM
To: EDNtestimony
Cc: leimanarc@gmail.com
Subject: Submitted testimony for SB2768 on Mar 14, 2014 14:00PM

SB2768

Submitted on: 3/13/2014

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

Submitted By	Organization	Testifier Position	Present at Hearing
Leimana Ritte-Camara	Punana Leo O Molokai Makua	Support	No

Comments: It is important to clarify that mandatory kindergarten includes two official language mediums of instruction; Hawaiian medium and English medium.

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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46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Legislative Director

**TESTIMONY FOR SENATE BILL 2768, SENATE DRAFT 2, RELATING TO
KINDERGARTEN**

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

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

Honorable Chair Takumi and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 175 local members. On behalf of our members, we offer this testimony in support of Senate Bill 2768, SD2, relating to kindergarten.

Kindergarten is an essential part of early education, setting the stage for success in school and beyond. In all but 14 states, however, kindergarten is not mandatory for keiki, who can miss out on key introductions to reading, writing, mathematics, science, and peer socialization, all without repercussions redounding to parents. This has got to change. All children deserve an equal playing field, especially when it comes to educational achievement. The National Center for Education Statistics has states that over the course of a single year, kindergarten students can improve reading and math scores by 10 and 8 percentile points, respectively. Kindergarten offers long-term benefits to society as well. When coupled with quality early childhood education programs, mandatory kindergarten can enhance and accelerate crime reduction, decreased healthcare costs, and improved economic prospects. Between promoting academic success and advancing socioeconomic prosperity, kindergarten effectively defines success for future generations.

Mahalo for the opportunity to testify in support of this bill.

Sincerely,
Kris Coffield
Legislative Director



96 Pu'uhonu Place
Hilo, HI 96720
(808) 935-4304
(808) 969-7512

www.ahapunana.org

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Pūnana Leo o Kō'olāu Loa
Pūnana Leo o Wai'ānae
Pūnana Leo o Mānoa
Pūnana Leo o Kaua'i

Honuakai

Hawaiian Voyaging Science

Niulohiki

Hawaiian Language Online

Hearing: House Committee on Education

March 14, 2014 2:00p

Conference Room 309

Re: **SB2768 SD2** - Relating to Kindergarten

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

My name is 'Ekekela Aiona, Executive Director for the 'Aha Pūnana Leo. Mahalo for the opportunity to submit testimony **in support of SB2768 SD2 with amendments**, specifically adding the underlined:

Page 3 Section 3 (a) The department shall establish and maintain kindegartens with a program of instruction in either of Hawai'i's official languages as part of the public school system

Page 8 Section 6 (b) (3) Align with Hawai'i early learning and development standards appropriate for either official state languages.

It is important to clarify that mandatory kindergarten includes two official language mediums of instruction. It is also important to recognize that standards and assessments are aligned to the medium of instruction.

The 'Aha Pūnana Leo, a non-profit Native Hawaiian educational organization established in 1983 due in great part to our family engagement component, is the only statewide Hawaiian medium early learning preschool system. With 11 full-day and year-round center-based sites on Hawai'i, Maui, Moloka'i, O'ahu and Kaua'i, our mission to revitalize the Hawaiian language through high quality preschool experiences will be greatly and positively impacted with the passing of this bill.

Thirty years of grassroots, family-driven child-centered 'Aha Pūnana Leo early childhood education and follow-up K-12 Hawaiian medium education have proven successful with Pūnana Leo graduates equipped to pursue post high degrees here in Hawai'i and beyond at well known institutions such as Dartmouth, Long Island University Post, Loyola Marymount, Oxford, and Stanford. The vision of a successful Hawai'i high school graduate is embodied in a Pūnana Leo child whose foundation for success in school and life was formed at a Pūnana Leo preschool.

Mahalo nui

E O I a K a ' Ō l e l o H a w a i ' i

From: Alexandra Jacobsen
Kailua, Hawaii

Subject: Support of SB2768, Relating to Mandatory Kindergarten

Aloha! My name is Alexandra Jacobsen and I am currently a junior at Kalaheo High School on Oahu. I strongly agree with SB2768 that would make kindergarten mandatory for every child who is at least five years of age.

Kindergarten is a fundamental foundation for students and should be seen as a mandatory necessity, not an optional one. It is a crucial time for children to begin experiencing a school environment. To put a child straight into first grade without any previous exposure to school makes everything more difficult on the student, parents, and teachers. Educators say that first-graders who don't attend kindergarten tend to drag behind their peers in both academic and social development, and are much more likely to fail a grade in elementary school (New York Times; Moore, 2002).

Children develop their overall school routine by going to Kindergarten. This includes familiarity with the alphabet, numbers, and getting adapted to school mentally and emotionally. Parents who decided not to send their kids to Kindergarten are setting their child up to be a year behind the other first graders. These children will require extra review time and tutoring from their teachers to catch up on the material. Creating a strong foundation will make an even playing field among students.

Kindergarten also contributes to a children's future. A 2011 study by Harvard economist Ray Chetty proved that children who attend Kindergarten are more likely to attend college. Kindergarten allows for a smooth transition into school perhaps letting students be more comfortable with the idea of education. This desire to pursue a college degree may also be an effect of the children receiving proper learning while their brains are in their prime development stage. A developmental psychologist, John W. Santrock, did studies that show children experience rapid growth of their frontal lobes between the ages of 3 and 6. Kindergarten should be mandatory for all 5-year-olds

Setting a student up for success is the entire purpose behind schooling; Kindergarten is the necessary beginning for this success. Thank you for time and consideration of my testimony in support of SB2768.

ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, March 12, 2014 4:38 PM
To: EDNtestimony
Cc: kahulupy@yahoo.com
Subject: Submitted testimony for SB2768 on Mar 14, 2014 14:00PM

SB2768

Submitted on: 3/12/2014

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

Submitted By	Organization	Testifier Position	Present at Hearing
Kahulu Peltier-Yaw	Individual	Support	No

Comments: I support bill SB2768!

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ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, March 12, 2014 1:18 PM
To: EDNtestimony
Cc: kainani@ahapunaleo.org
Subject: Submitted testimony for SB2768 on Mar 14, 2014 14:00PM

SB2768

Submitted on: 3/12/2014

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

Submitted By	Organization	Testifier Position	Present at Hearing
Kainani Medeiros	Individual	Support	No

Comments: I support SB2768 SD2.

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Position Statement

EARLY CHILDHOOD SERVICES

The National Association of School Psychologists believes that services for young children should be coordinated, prevention-oriented and relevant to all young children, and grounded in evidence-based practice. NASP believes services should be linked to important goals for all young children and evaluated for effectiveness on a routine basis to ensure children, programs, and systems of care are making meaningful progress toward those goals. NASP recognizes that important skills in early childhood often bridge multiple developmental domains (social, motor, communication, cognitive, and early academic) and therefore emphasizes the identification of functional and generative skills that can be assessed and targeted for intervention across a number of contexts relevant to the everyday lives of children (Slentz & Hyatt, 2008). NASP also recognizes that important cultural and linguistic differences exist that may alter skill sequences, family priorities, and decisions about what skills require intervention.

FOCUS ON ALL YOUNG CHILDREN

The National Association of School Psychologists believes in the importance of quality experiences for all young children and supports:

- Policies, programs, and funding to increase universal access to high-quality education and care experiences, provide support for caregivers, and promote health, safety, and development for all children.
- An active and highly collaborative role for school psychologists in early education and care settings that results in innovative approaches to assessment and intervention for all children.
- Communication systems that promote sharing information between early education settings and kindergarten programs to prepare young children for formal schooling and to prepare schools to meet the diverse needs of young children and families (Carlton & Winsler, 1999).
- Models of education that focus on quality experiences prior to kindergarten and seamless service as children transition to kindergarten, facilitated by coordination of curriculum, instruction, and services between the early education and the K–12 setting (Bogard & Takanishi, 2005).
- Partnerships with families and communities to support young children through the transition from early education to the K–12 setting and to encourage families continued engagement in their child’s education.

EVIDENCE-BASED PRACTICES

Response-to-Intervention frameworks (RTI; VanDerheyden & Snyder, 2006), general outcome measurement systems (Fuchs & Deno, 1991), and tiered models of intervention (Hemmeter, Ostrosky, & Fox, 2006) provide a foundation for the practice of school psychology in early care and education. In promoting Response-to-Intervention frameworks in early care and education settings school psychologists should:

- Collaborate with early educators and families to identify instructional foci that reflect important learning goals for all children (e.g., early literacy and numeracy, social competence).
- Assist in implementing a scientific framework for interpreting rate of skill development relative to expectations or criteria for growth.
- Promote a systems-level approach to considering the development of *all* children to ensure that children make gains and those who do not make gains receive support that effectively accelerates their growth.

General outcome measurement systems hold promise for use, and there is increasing evidence to support the use of general outcome measurement systems in early education and care settings (VanDerHeyden, 2005). School psychologists should:

- Assist early educators and administrators to establish valued goals for learning and development and to identify benchmark criteria against which to compare child skill proficiency and growth.
- Lead teams to design and collect general outcome measurement data for all children to make data-based decisions about children's programming needs.
- Work with early educators to implement progress monitoring systems and use data to inform instruction and intervention to accelerate the progress of all children (Bagnato, 2005).
- Aid kindergarten teachers to use data to plan instruction to accommodate diverse learners as they enter kindergarten.

Tiered models of intervention provide a flexible yet comprehensive structure for meeting the diverse needs of young children. At each tier (e.g., universal, targeted, individualized), school psychologists can collaborate with early educators and families to promote supports that integrate developmentally appropriate learning perspectives with intentional and strategic structured learning experiences.

- At the primary or universal level, school psychologists can assist early educators to identify behaviors essential for school readiness, develop a plan to teach and reinforce those behaviors, and create positive environments that support those behaviors. School psychologists should assist schools in selecting and evaluating instructional and curricula models to ensure adequate opportunities for skill building.
- At the secondary or targeted level, school psychologists should assist teachers and care providers to implement small-group and peer-mediated interventions to increase opportunities for learning for children at-risk.
- At the tertiary or individualized level, school psychologists should guide the collection of individualized data to identify interventions that should effectively solve a problem, evaluate implementation of the intervention, and evaluate the effects of the intervention over time. Interventions grounded in applied behavior analysis have a strong evidence base in early intervention and provide a rich source of intervention strategies for school psychologists. School psychologists should actively collaborate with classroom teachers to modify interventions to increase their use, ecological congruence (e.g., similarity to classroom routines), sustainability over time, and acceptability to parents and teachers.

EVALUATION AND ACCOUNTABILITY

Accountability should occur at individual, service program, and system levels. To ensure quality of services at all levels, the National Association of School Psychologists supports:

- The inclusion of all children in evaluation and accountability efforts.
- Meaningful participation of all stakeholders, particularly families, in identifying valued goals for children, monitoring progress toward goals, and evaluating outcomes.
- The use of a data-based decision-making framework to facilitate sound decision making and increase communication among stakeholders regarding children’s progress toward important goals.
- Formative or responsive assessment practices that inform timely and meaningful changes in service delivery to maximize positive outcomes for all children.
- Coordinated professional development that focuses on evidence-based practices in assessment, instruction, and intervention.

To promote evaluation and accountability efforts that are likely to result in improved outcomes for all young children, school psychologists can assist in collecting, analyzing, and using data to inform service delivery at the individual, program, and system levels. Specifically, school psychologists should:

- Coordinate assessment and evaluation efforts.
- Actively engage families in assessment and intervention efforts.
- Identify appropriate targets for measurement in the context of school readiness.
- Promote the use of systems of measurement that are sensitive to growth over time and that inform instruction and intervention.
- Assist with monitoring progress of individual children as well as large groups of children to evaluate growth at different levels.
- Provide professional development, teacher support, and technical assistance in data-based decision making (i.e., methods of data collection, creating, and interpreting graphs, linking data to programmatic changes).
- Work with families and educators to use data to evaluate outcomes at individual, program, and systems levels and to make changes accordingly.

SUMMARY

The National Association of School Psychologists believes that school psychologists should be active partners in early education and care settings. Such work fits with NASP’s Strategic Plan goals to enhance professional competency and advocacy for all children. School psychologists can collaborate with early educators to create supportive learning environments for all children, effectively promote the identification of children needing intervention, assist with planning and implementation of interventions in the classroom and home setting, and evaluation of intervention effects. Further, school psychologists can provide leadership to evaluate the effects of assessment and intervention efforts at the program level to promote learning for all young children and prevent early and future learning deficits for children found to be at risk.

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Adopted by the NASP Delegate Assembly on July 20, 2008.

Please cite this document as:

National Association of School Psychologists. (2008). *Early childhood services* (Position Statement). Bethesda, MD: Author.

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NATIONAL
ASSOCIATION OF SCHOOL
PSYCHOLOGISTS

4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0270
(301) 657-0275, fax
(301) 657-4155, TTY
www.nasponline.org

ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 13, 2014 9:47 AM
To: EDNtestimony
Cc: srawlins@aloha.net
Subject: Submitted testimony for SB2768 on Mar 14, 2014 14:00PM

SB2768

Submitted on: 3/13/2014

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

Submitted By	Organization	Testifier Position	Present at Hearing
Lori-Lei Rawlins-Crivello	Individual	Support	No

Comments: As important as early childhood education is and having keiki attend preschool, I feel Kindergarten should be Mandatory for all of our Keiki of Hawai 'i as these are the most impressionable years for their learning structure. I fully support SB 2768 SD2. Mahalo!

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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ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, March 12, 2014 3:18 PM
To: EDNtestimony
Cc: nakoolaniw@gmail.com
Subject: Submitted testimony for SB2768 on Mar 14, 2014 14:00PM

SB2768

Submitted on: 3/12/2014

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

Submitted By	Organization	Testifier Position	Present at Hearing
Nākoʻolani Warrington	Individual	Comments Only	No

Comments: Aloha, I am submitting comments for amendment consideration for SB2768 SD2. Hawai'i's families with children educated through the medium of Hawaiian are thrilled with the State of Hawai'i's Board of Education's newly adopted 2014 policy that reaffirms and strengthens its commitment to kindergarten through grade 12 Hawaiian education and immersion programs, Kaiapuni Hawai'i, in public schools. SB2768 SD2 does not reflect this new State policy and needs to be amended. All references in this bill regarding the gathering of information/ data for kindergarten assessments and other purposes must be APPROPRIATE FOR EITHER OF HAWAI'I'S TWO OFFICIAL LANGUAGES. Mahalo!

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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ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, March 12, 2014 1:18 PM
To: EDNtestimony
Cc: talia@ahapunanaleo.org
Subject: Submitted testimony for SB2768 on Mar 14, 2014 14:00PM

SB2768

Submitted on: 3/12/2014

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

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

Comments: I support SB2768

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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March 13, 2014

To: Chairperson Roy M. Takumi
Vice Chairperson Takashi Ohno
Members of the Education Committee

From: Loriann Noguchi
Kalaheo High School, Grade 11

Subject: Support for SB 2768

Hi, my name is Loriann Noguchi and I'm currently a junior of Kalaheo High School. I support the bill to make kindergarten mandatory for children of at least five years of age.

SB 2768 will have a positive impact on Hawaii's children. Children enrolled in kindergarten achieve a higher level of literary and mathematics skills than those who are not and are therefore better prepared for future grade levels (American Journal of Education, 2006).

Making kindergarten compulsory for children of at least five years of age would also improve learning abilities of at-risk students. At-risk kindergarten children in Montgomery County, Maryland made significant achievements in language proficiency compared to those that did not attend kindergarten (Montgomery County Public Schools Office of Shared Accountability, 2002).

Please support and pass SB 2768 to boost the education of Hawaii's children. Thank you for your time.

Hearing: House Committee on Education

March 14, 2014 2:00p

Conference Room 309

Re: **SB2768 SD2** – Relating to Kindergarten

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

My name is Terry Kimokeo and I am a grandparent of a child who is currently in kindergarten at Ke Kula 'O Nāwahīokalani'ōpu'u. Mahalo for the opportunity to submit testimony in support of **SB2768 SD2 with amendments**, specifically adding the underlined:

Page 3 Section 3 (a) The department shall establish and maintain kindergartens with a program of instruction in either of Hawai'i's official languages as part of the public school system.

Page 8 Section 6 (b) (3) Align with Hawai'i early learning and development standards appropriate for either official state languages.

It is important to clarify that mandatory kindergarten includes two official language medium of instruction. It is also important to recognize that standards and assessments are aligned to the medium of instruction.

Mahalo nui,

Hearing: House Committee on Education

March 14, 2014 2:00p

Conference Room 309

Re: **SB2768 SD2** – Relating to Kindergarten

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

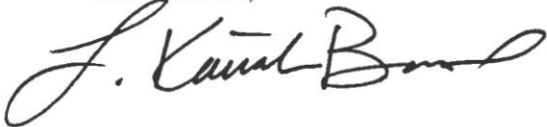
My name is L. Ka‘iunalu Barrett and I am a parent of a child who will be entering kindergarten next school year at Ke Kula ‘O Nāwahīokalani‘ōpu‘u. Mahalo for the opportunity to submit testimony in support of **SB2768 SD2 with amendments**, specifically adding the underlined:

Page 3 Section 3 (a) The department shall establish and maintain kindergartens with a program of instruction in either of Hawai‘i’s official languages as part of the public school system.

Page 8 Section 6 (b) (3) Align with Hawai‘i early learning and development standards appropriate for either official state languages.

It is important to clarify that mandatory kindergarten includes two official language medium of instruction. It is also important to recognize that standards and assessments are aligned to the medium of instruction.

Mahalo nui,

A handwritten signature in black ink, appearing to read "L. Ka'iunalu Barrett". The signature is written in a cursive, flowing style.

13 Malaki 2014

Kōmike: House of Representative Committee on Education
Lā Ho'olohe Pila: Friday, March 14, 2014 2:00p
Lumi hālāwai: Conference Room 309

Mana'o: Testimony in **SUPPORT WITH AMENDMENTS** of SB 2768 S.D.2 –
Relating to Kindergarten

Aloha e ka Lunaho'omalu 'o Roy M. Takumi a me ka Hope Lunaho'omalu 'o
Takashi Ohno, a me nā lālā o ke Kōmike Ho'ona'auao:
*Aloha Chair Roy M. Takumi, Vice Chair Takashi Ohno, and members of the Education
Committee:*

My name is Kēhaulani Shintani and I have been a part of the Hawaiian Language
revitalization movement for over 25 years.

I am submitting testimony in support of SB 2768 S.D. 2 **with amendments** as submitted
by the 'Aha Pūnana Leo as follows:

Page 3 Section 3 (a) The department shall establish and maintain kindergartens
with a program of instruction in either of Hawai'i's official languages as part of the
public system school system.

Page 8 Section 6 (b) (3) Align with Hawai'i early learning and development
standards appropriate for either official state languages.

As we move to make kindergarten mandatory it essential to clarify that instruction
would be in other of the State's official languages and that the assessments are
going to be aligned with the medium of instruction.

Thank you for this opportunity to submit testimony of this bill.

Mahalo nui,

Kēhaulani Shintani

Hearing: House Committee on Education

March 14, 2014 2:00p

Conference Room 309

Re: **SB2768 SD2** – Relating to Kindergarten

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

My name is Samantha Malu Johnson Debus and I am a parent of a child attending a Pūnana Leo preschool who will be entering a Hawaiian Medium Education kindergarten classroom in the fall. I am also a former student of the same Hawaiian Medium Education program and want to acknowledge the important role that this educational system has held in my success as a student, as a parent and as a member of my community.

Mahalo for the opportunity to submit testimony in support of **SB2768 SD2 with amendments**, specifically adding the underlined:

Page 3 Section 3 (a) The department shall establish and maintain kindergartens with a program of instruction **IN EITHER OF HAWAI'I'S OFFICIAL LANGUAGES** as part of the public school system.

Page 8 Section 6 (b) (3) Align with Hawai'i early learning and development standards **APPROPRIATE FOR EITHER OFFICIAL STATE LANGUAGE.**

It is important that this bill for mandatory kindergarten align with both of Hawai'i's official language mediums of instruction and also recognizes that both standards and assessments are aligned to the medium of instruction.

The Hawaiian Medium Education system and the support it provides for both students and their families, from preschool through the doctoral level, has proven time and again to be an environment that creates individuals who are successful, respectful and driven to serve their communities. Mahalo nui loa.

Na'u me ke kākō'o o nā hanauna e hiki mai (With support of future generations),



Samantha Malu Johnson Debus