



EXECUTIVE OFFICE ON EARLY LEARNING
HONOLULU

GG WEISENFELD
DIRECTOR

Testimony in **Support** of
S.B. 2826 S.D. 1, Relating to Early Childhood Education
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 2826, Senate Draft 1.

The purpose of this bill is to implement, upon its ratification, the amendment to Article X, Section 1, of the Hawaii State Constitution, by establishing a statewide early childhood education program.

Section 1 sets forth why early childhood education is important, the history of early learning in Hawaii, and the legislative intent. It is an important component of the bill and we urge the committee to retain this section in any subsequent drafts.

This bill will enable EOEL to contract with private, community-based providers, such as KCAA Preschools of Hawaii, Kama'aina Kids, and Seagull Schools, to offer quality educational programs for children prior to their entry into kindergarten.

Private providers are essential to meeting the need of over 17,000 four-year-olds for a prekindergarten experience. While partnerships with DOE (for preschool classrooms on DOE campuses through a memorandum of agreement with EOEL – run by DOE with support from EOEL) and family-child interaction learning programs (where a parent attends with their children) will serve some of this population, most four-year-olds will have their prekindergarten experience in a private, community-based preschool.

Participating private, community-based providers will be required to:

- Have defined child outcomes;
- Incorporate positive teacher-child interactions;
- Use individual child formative assessments;
- Incorporate family engagement; and
- Have a curriculum aligned with the Hawaii Early Learning Development Standards.

In addition, the program provided for by this bill will allow EOEL to monitor quality indicators, assist Head Start programs with supplemental funds if federal funds are decreased, and distribute federal funds that are provided in the recently passed federal budget.

With the program as provided for in this bill and appropriate funding, the State will be able to help provide access to quality prekindergarten for 85% of four-year-olds by 2018 (see attached).

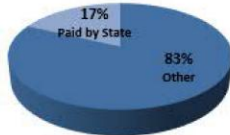
EOEL respectfully asks that the committee move this bill forward. Thank you for the opportunity to provide testimony on this bill. I am happy to answer any questions you may have.

STATE FUNDS ONLY A FRACTION OF THE INVESTMENT IN 4-YEAR-OLDS
Majority comes from available federal, private, and special education funds

SY 2014-15 / FY 2015

\$16 Million / 17%

\$93.2 Million Total (All Sources)



SY 2015-16 / FY 2016

\$21.1 Million / 22%

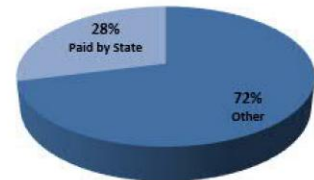
\$98.3 Million Total (All Sources)



SY 2016-17 / FY 2017

\$29.3 Million / 28%

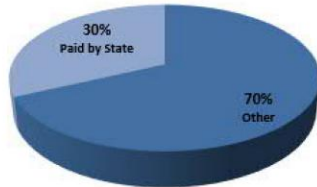
\$106.5 Million Total (All Sources)



SY 2017-18 / FY 2018

\$32.8 Million / 30%

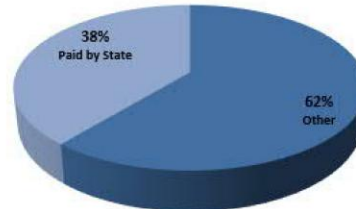
\$110 Million Total (All Sources)



SY 2018-19 / FY 2019

\$47.9 Million / 38%

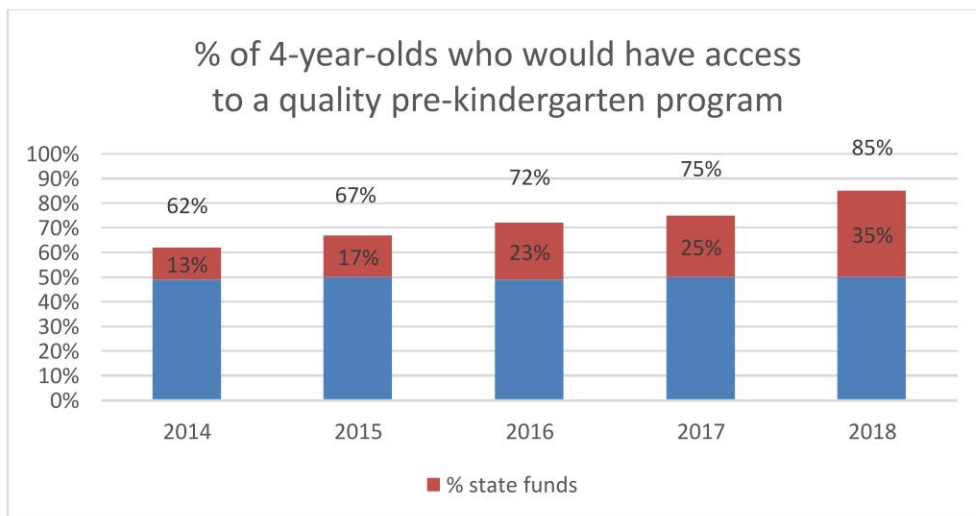
\$125 Million Total (All Sources)



Notes:

- "Other" funds consist of a combination of federal (e.g., Head Start), parent, private foundation, and special education funds.
- Reflects supplemental budget request for FY2015 and projected budget requests.

According to the 2012 U.S. Census, there are 17,189 4-year-olds in Hawaii. Based on this funding projection, which assumes passage of a Constitutional amendment to allow public funds to be given to private early childhood education programs, the following percentage of 4-year-olds would have access to a quality pre-kindergarten education program.





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 2826, SD1(sscr2816) RELATING TO EARLY CHILDHOOD EDUCATION.

Purpose of Bill: Establishes the Early Childhood Education Program within the Early Learning System established by section 302L-2, Hawaii Revised Statutes. Effective 7/1/2050. (SD1)

Department's Position:

The Department of Education (Department) supports the substantive content of SB 2826 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 PUBLIC SAFETY

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

TED SAKAI
DIRECTOR

Martha Torney
Deputy Director
Administration

Max Otani
Deputy Director
Corrections

Shawn Tsuha
Deputy Director
Law Enforcement

TESTIMONY ON SENATE BILL (SB) 2826, SENATE DRAFT (SD) 1
RELATING TO
EARLY CHILDHOOD EDUCATION

by
Ted Sakai, Director
Department of Public Safety

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

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

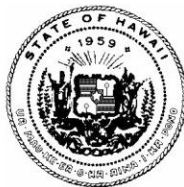
Chair Takuma, Vice Chair Ohno, and Members of the Committee:

The Department of Public Safety (PSD) is in **support** of SB 2826, SD 1 Relating to Early Childhood Education. This bill establishes an Early Childhood Education Program to advance early learning initiatives for the children of Hawaii.

We believe that there is a relationship between the lack of education and criminality. In Fiscal Year 2013, out of 874 incarcerated adults assessed by PSD, 428 were without a high school diploma. Seventy-five percent of the 428 tested between the third and seventh grade level.

High-quality early childhood education programs using evidence-based methods promotes a solid foundation for student success in school and in adult life, and hopefully, steer them away from a life of crime.

Thank you for the opportunity to present this testimony.



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. 2826, S.D.1 – RELATING TO EARLY CHILDHOOD
EDUCATION**

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

PURPOSE: The purpose of S.B. 2826, S.D. 1 is to establish the Early Childhood Education Program within the Early Learning System, as established by Section 302L-2, Hawaii Revised Statutes, upon ratification of the amendment to Article X, Section 1, of the Hawaii State Constitution.

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

The Early Childhood Education Program would consist of providers of high-quality early education to assist families in establishing a solid foundation for success in school so that children graduate from high school prepared for college and a career.

The ratification of the amendment to Article X, Section 1, of the Hawaii State Constitution, will enable the State to establish the Early Childhood Education Program through which:

- 1) Capacity can be built to serve four-year-old children;
- 2) The infrastructure made available by the private sector would reduce the amount of public dollars that would be required to be spent on public facilities to accommodate four-year-old children; and
- 3) Quality standards that are linked to children's educational outcomes, which research emphasizes is necessary to produce significant outcomes for children in both in the near- and long-term, will be required for all participating providers to ensure children are receiving high-quality education.

Studies have shown that high-quality early childhood education programs are especially effective for children from low-income families or otherwise disadvantaged children.

Many of the families of late-born children affected by the change in kindergarten entry age year will be forced to find child care arrangements for an additional year. Without the implementation of the Early Childhood Education Program, these displaced children may not attend a high-quality early education program in this extra year prior to kindergarten entry. Many working families are not able to afford the cost of tuition at a high-quality early education program as they struggle to make ends meet in Hawaii, one of the states with the highest cost of living in the nation.

The proposed Early Childhood Education Program would provide services to all eligible children and provide families and children access to participating high-quality early childhood education programs which will incorporate the following quality standards in their program:

- 1) Positive teacher-child interactions;
- 2) Use of individual child assessments for ongoing instructional planning based upon all areas of childhood development and learning, including cognitive, linguistic, social, and emotional approaches to learning and health and physical development;
- 3) Family engagement; and
- 4) Curricula alignment with the Hawaii Early Learning and Development Standards which align with Department of Education's Common Core State Standards, State Content and Performance Standards, and General Learner Outcomes for grades kindergarten to twelve.

In addition, the Executive Office on Early Learning may provide support and resources to participating programs to incorporating the quality standards.

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 2826, SD1, Relating to Early Childhood Education

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

The Early Learning Advisory Board supports SB 2826, SD1, which establishes the Early Childhood Education Program within the Early Learning System established by section 302L-2, Hawaii Revised Statutes.

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

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, 2014

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

This testimony is submitted in support for SB2826 SD1, establishing the Early Childhood Education Program within the Early Learning 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 the establishment of a statewide Early Childhood Education Program within the State Early Learning System, and the financial appropriation to support the program. We agree that offering various options to families, involving public-private partnerships in early learning to best utilize existing resources, including family-child interaction early learning programs, and also using underutilized facilities at our public schools for early education programs, provides a range of choices for quality early learning programs.

We have been particularly concerned about the late-born four year olds, who will not be able to attend public Kindergarten from the 2014-2015 year. Two sessions ago, the Coalition testified that we preferred that Junior Kindergarten (JK) not be terminated without a guarantee in law that all "late-born" impacted students will have a state-funded early learning program as a replacement to meet their educational needs. Therefore, we look forward to a comprehensive Early Learning System established by the law.

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 (*)



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. 2826, SD1 – RELATING TO EARLY CHILDHOOD EDUCATION

PERSON TESTIFYING: WIL OKABE
HAWAII STATE TEACHERS ASSOCIATION

The Honorable Chair Roy Takumi and Members of the Committee:

The Hawaii State Teachers Association (HSTA) **strongly opposes S.B. 2826, SD1**, relating to early childhood education, and if ratified by the electorate of Hawaii, implements an amendment to Article X, section 1 of the Hawaii State Constitution to allow State of Hawaii taxpayers money to pay the private school tuitions of children who attend private preschools.

HSTA believes that this Constitutional Amendment empowers the Hawaii State Legislature to create a voucher system whereby public taxpayer's hard earned money is given to certain privileged preschool students to pay for their private preschool tuition.

HSTA believes that a voucher system is unfair to the Hawaii taxpayers because it uses their hard earned dollars which they pay in taxes to the State to pay for private school tuition for a few privileged preschoolers who the State Welfare Department deems is worthy of getting free money to pay for private school tuition. The State Department of Human Services is in reality the State Welfare Department because it hands out and administers food stamps, welfare checks and welfare rent payments.

S.B. 2826, SD1 places the responsibility to administer this private preschool program to the State Welfare Department. HSTA believes that such an important function as preschool education should be administered by the State Department of Education and should be integrated into the public education continuum.

The State Welfare Department is ill equipped to administer any educational program because its staff simply does not have the proper college education, especially in the field of early childhood education.

It is a fact that many private preschool so-called "teachers" overwhelmingly lack a college degree, many of the lower and as well as mid-level State Welfare Department administrators who also lack college degrees. The state cannot expect administrators who lack college degrees to competently administer an educational program.

Just as important is the fact that private preschools are disqualified from participating in the Federal school breakfast and school lunch programs. Thus, the State will be paying private preschools substandard, innutritious meals.

However, if this committee is inclined to adopt S.B. 2826, SD 1 then the HSTA believes that the following amendments to this bill are necessary in order fulfill the intent of creating a well-functioning preschool administrative program.

We hope that the Administration is in agreement with the HSTA that this new preschool program shall not operate or be a voucher program.

However, there is no definition of what constitutes a voucher program that is barred by S.B. No. 2826, SD1. The HSTA contends that **a voucher program is any program where State money or funds are used to directly or indirectly pay a preschool, including a private preschool, to educate a student.**

Thank you for the opportunity to testify in **strong opposition of S.B. 2826, SD1.**



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Ka Papa Alaka'i
Board of Directors

Kauanoë Kamanā,
Pelekikena

'Alohilani Rogars,
Kākau 'Ōlalo

Ka'iu Kimura,
Pu'ukū

Larry Kimura

William H. Wilson

Ki'ope Raymond

Huiliau Wilson

Keawe Lopes

Ka Luna Ho'okele
Executive Director

M. 'Ekekele Aiona

Nā Papahana
Pūnana Leo

Pūnana Leo Programs

Nā Kula Pūnana Leo
*Pūnana Leo Family-Based
Preschool Program*

Pūnana Leo o Hilo
Pūnana Leo o Waimea
Pūnana Leo o Kona
Pūnana Leo o Maui
Pūnana Leo o Moloka'i
Pūnana Leo o Honolulu
Pūnana Leo o Kō'olau Poko
Pūnana Leo o Kō'olau Loa
Pūnana Leo o Waianae
Pūnana Leo o Mānoa
Pūnana Leo o Kaua'i

Honuakal

Hawaiian Voyaging Science

Niulahiki

Hawaiian Language Online

Hearing: House Committee on Education

March 14, 2014 2:00p
Conference Room 309

Re: **SB2826 SD1** - Relating to Early Childhood Education

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

My name is 'Ekekele Aiona, Executive Director for the 'Aha Pūnana Leo. Mahalo for the opportunity to submit testimony **in support of SB2826 SD1 with amendments**, specifically adding the underlined:

Page 19 Section 2 (e) (4) Alignment with the Hawaii early learning and development standards APPROPRIATE FOR EITHER OFFICIAL STATE LANGUAGES, which align with department of education standards, including common core state standards, state content and performance standards, and general learner outcomes for grades kindergarten to twelve, to facilitate a seamless and high-quality educational experience for children INTO HAWAII'S SYSTEM OF ELEMENTARY SCHOOLS.

Upon the ratification of the amendment to article X, section 1 of the Hawai'i State Constitution, this bill will establish a statewide early childhood program to be provided in either of Hawai'i's two official languages. The 'Aha Pūnana Leo views these amendments as critical to the implementation of an early childhood education program with standards and measures that are aligned to the language 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

'Ekekele Aiona

E O I a K a ' Ō i e l o H a w a i ' i



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 2826 SD1 RELATING TO EARLY CHILDHOOD EDUCATION

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

The Chamber of Commerce of Hawaii ("The Chamber") **supports** SB 2826 SD1 Relating to Early Childhood Education.

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

The Chamber believes that this measure must be in place to provide services to the gap group that will result from the 2014 change in kindergarten entry age (children must be five years old by July 31 of the school year to enroll in DOE kindergarten) mandated by Act 178, Session Laws of Hawaii 2012. DOE estimates there are 5,100 children in the gap. It is critical that immediate action is taken to make sure these children are covered.

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 2826 SD1 – Relating to Early Childhood Education

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

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

HAIS is in strong support of SB 2826 SD1 which will create a much-needed early childhood program in our state upon ratification of the amendment to Article X, Section 1 of the Hawaii State Constitution. 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.

We have heard the proverbial “cart before the horse” argument used by some, but that is not the case here; when the Constitutional Amendment passes during the 2014 election, SB 2826 SD1 will allow the Office of Early Learning to continue proceeding with the development of a comprehensive early childhood system using public-private partnerships to build upon already-existing high-quality non-profit child care providers through a mixed-delivery system. 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. This is a win-win situation for both sides, as it will increase the number of jobs in the public preschools and ensure that private providers can continue to exist; most importantly it will benefit all of our keiki and provide them with opportunities they may otherwise not be able to afford.

As the association that represents the voices of the private and independent schools, we are eager and willing to support the state in its efforts and believe that families should have choices when it comes to the education of their children. There is no one-size-fits-all mode of delivery for that education, so it will be important to have the support of group child care centers, group child care homes and family-child interaction learning programs.

Private providers will enter into contracts with the state to ensure that quality standards are met. It is clearly understood that this **is not** a voucher program, nor is that what we hope to move toward.

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

Sincerely,
Robert M. Witt, M.Ed.
Executive Director



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

SB 2826, SD1 – establishing the early childhood program within the early learning system

Aloha Chair Takumi, Vice Chair Ohno, and members of the committee. Hawai'i Association for the Education of Young Children (HAEYC) supports SB 2826, SD1. It clearly states that high quality programs would be provided through public and community based programs through either of the state's two official languages.

HAEYC sees the support of programs to reach high quality as a priority that would benefit children and families. The Executive Office on Early Learning should support, or find support, for programs to incorporate quality standards into 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.



Testimony to the House Committee on Education

Friday, March 14, 2014

2:00 p.m.

Conference Room 309

RE: RELATING TO EARLY CHILDHOOD EDUCATION – SENATE BILL 2826 SD1

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

My name is Gary Kai and I am the Executive Director of the Hawaii Business Roundtable. The Hawaii Business Roundtable supports SB 2826 SD1, to implement, upon its ratification, the amendment to Article X, section 1, of the Hawaii State Constitution, by establishing a statewide early childhood education program consisting of providers of high-quality early childhood education to assist families in establishing a solid foundation for success in school so that children graduate from high school prepared for college and a career.

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

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

As business people our members understand the high return on investing in children under the age of five which has been well documented nationally and locally. In 2008, the Hawaii Economic Benefits Study of early education for Hawai'i showed that for every \$1 Hawai'i invests in a quality four-year early learning program, the state will receive a return of \$4.20. This return is calculated from less spending on special education, grade retention, and future social services –such as incarceration - plus a more productive, higher paid workforce contributing positively to the state economy.

More importantly, our members are concerned about their employees and their families. They believe that every child should be given the opportunity to succeed and success is easier to create with early childhood programs that provide them with a quality education. We strongly support the public/private delivery system contemplated by the legislation. As previous People's

Pulse polls have shown, over 80% of Hawaii's residents believe in the importance of funding of early learning.

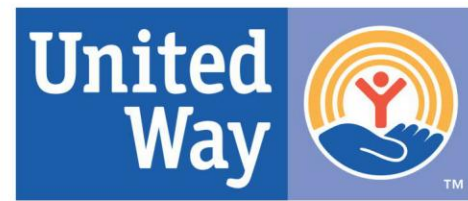
We believe that we are at a critical juncture for our youngest of children. Many of our members themselves are part of the Be My Voice Campaign and the Hawaii Business Roundtable fully supports the Be My Voice Campaign which will help to provide a stronger future for our keikis.

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

Gary K. Kai, Executive Director
Hawaii Business Roundtable

Aloha United Way

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



Aloha United Way

Cover Sheet

Testifying Agency: Aloha United Way
Kim Gennaula, President & CEO

House Committee on Education

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

Friday, March 14, 2014 at 2:00 P.M.

Conference Room 309

SB 2826, SD1: Relating to Early Childhood Education: Testimony in Support

Aloha United Way

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Honolulu, Hawaii 96817-3938
Telephone (808) 536-1951
Fax (808) 543-2222
Website: www.auw.org



March 12, 2014

House Committee on Education
Representative Roy M. Takumi, Chair
Representative Takashi Ohno, Vice Chair
Friday, March 14, 2014 at 2:00 p.m.
Conference Room 309

Re: SB 2826, SD1 Relating to Early Childhood Education - SUPPORT

Honorable Chairs & Committee Members:

Aloha United Way supports SB 2826, SD1, which, upon amending Article X, Section 1, of the Hawaii State Constitution, establishes a statewide early childhood education program geared towards establishing a solid foundation for children's future educational and career success.

SB 2826, SD1 is important because in an era of fiscal constraint, it enables the State of Hawaii to use the collective impact of both public and private organizations to address the critical problem of preparing our keiki for school. Working as a community we can truly leverage the benefits of public-private partnerships.

Studies have proven that high-quality early childhood education programs have both short-term and long-term benefits for children, individuals, and society as a whole. SB 2826, SD1 is the foundation to provide parents with more access to these essential programs and also has the potential to alleviate financial burdens associated with early childhood education costs.

Thank you for the opportunity to submit testimony. We urge your favorable consideration of SB 2826, SD1.

Sincerely,

Kim Gennaula
President & Chief Executive Officer



PARTNERS IN DEVELOPMENT
FOUNDATION

13Mar14

To: The House Committee on Education
From: Partners In Development Foundation
Re: Testimony in Support of SB2826 SD1: Relating to Early Childhood Education

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

SB 2826 SD1 Establishes the Early Childhood Education Program within the Early Learning System established by section 302L-2, Hawaii Revised Statutes.

As long time providers of Early Education to predominantly Native-Hawaiian keiki of preschool age, Partners In Development Foundation strongly supports this Legislation.

Through our Tutu & Me Traveling Preschool Program, we have reached thousands of children and their caregivers, most of whom are of low and moderate income, through a hands-on *curriculum* (as opposed to “day-care” services) provided at six communities on the island of O‘ahu, ten communities on the Big Island, four on Kaua‘i, two communities on Molokai and four communities on Maui. We have experienced first-hand the positive effect that this resource has made in their lives.

In addition, our Ka Pa'alana program also provides early education services to homeless communities, which has helped us to develop a rapport of trust, that allow us to transition these 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.

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).

Serving Hawai'i's Families, Living Hawaiian Values

2040 Bachelot Street | Honolulu, Hawai'i 96817 | P 808.595.2752 | F 808.595.4932 | www.pidfoundation.org

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.

Our experience and data has demonstrated that Early Education is essential in preparing our keiki to meet the scholastic challenges before them, and more importantly, succeed. And, in some cases it is more than just about Early Education, but rather about family stability.

We humbly ask this Committee on Education to pass this important Legislation for the future of our children.

Mahalo Nui,

A handwritten signature in cursive script that reads "Billy Richards". The signature is written in black ink and is positioned above the printed name and title.

Billy Richards
Director of Communications
Partners In Development Foundation



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 2826, SD1 RELATING TO EARLY CHILDHOOD EDUCATION

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

Thank you for this opportunity to testify on SB 2826, SD1 relating to early childhood education. Kamehameha Schools strongly supports the efforts of the legislature to enhance the early education opportunities across the state. Therefore, we support SB 2826, SD1, which establishes, upon ratification of the amendment to article X, section 1, of the Hawaii State Constitution, as proposed in Senate Bill No. 1084, introduced in the Regular Session of 2013, a statewide early childhood education program. This program will consist of providers of high-quality early childhood education delivered in either of Hawaii's two official languages to assist families in establishing a solid foundation for success in school so that a children graduate from high school prepared for college and a career.

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



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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.



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

**TESTIMONY FOR SENATE BILL 2826, SENATE DRAFT 1, RELATING TO
EARLY LEARNING**

**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 opposition, with proposed amendments for Senate Bill 2826, SD1, relating to early childhood education.

We understand that research on the benefits of quality early learning programs indicates that for every dollar invested in such opportunities, society saves four to eight dollars on remedial classes, special education, welfare programs, and criminal justice costs. Roughly 85 percent of a child's brain develops from birth to age five, according to modern neuroscience, emphasizing the importance of providing a quality learning environment during these formative years. Moreover, as of 2011, 42 percent of Hawaii's public school keiki did not attend any form of preschool prior to enrollment in formal education, despite the approximately 420 percent return on investment for every dollar spent on quality early childhood services. As the Department of education continues to streamline educational accountability, especially for teachers and educational officers, it is imperative that we do all we can to ensure our children are "classroom ready," meaning that they are prepared to receive basic instruction and effectively socialize with peers upon entering elementary school, placing both our keiki and their teachers on the path to success. Thus, we fully support efforts to improve access early childhood education, so long as robust ECE programs are provided through the public school system.

That said, we think this bill puts the cart before the horse. While intended to give voters a clear understanding of what is being proposed by this year's early learning amendment (passed via SB 1084 in 2013), we are concerned that passing implementation legislation prior to the amendment ratification disallows lawmakers the opportunity to craft policy that reflects the voters' will. Voters who have yet to fully explore the complexities of public-private early learning partnerships are likely to be engaged by this year's debate over ratification, leading to insights and discussions not anticipated by policymakers. If our goal is to craft a policy that reflects constituents' concerns, it is imperative that those concerns be afforded a full opportunity to be voiced. Since the early learning amendment is likely to energize voters in a manner similar to 2010's proposal to institute an appointed Hawaii State Board of Education, it should bring diverse perspectives into connection with one another, allowing for new questions to be posed and ideas to be articulated about the shape of our state's ECE ecosystem. It should also be noted that implementation of the early learning system proposed by this measure will require a substantial fiscal commitment, one that should not be allowed to affect budgetary discussions—as it will sure do, given that the commitment will run into the tens, if not hundreds, of millions of dollars—unless absolutely necessary.

If this bill is to move forward, however, we urge lawmakers to be vigilant in ensuring that the use of public funds for early childhood education programs is not utilized as a predicate for future implementation of private school voucher programs. In the past and in other states, advocates for school vouchers have seized upon any pertinent fiscal reform regarding education to forward their cause, falsely arguing that public funding for any private educational programming, should such programs be deemed successful by future studies, evinces the likely success of educational privatization writ large. We feel that school vouchers would undermine our public education system, the backbone of Hawaii's and the United States' democratic practices, potentially leading to educational discrimination, segregation, and scholastic inequalities that both mirror and exacerbate the socioeconomic disparity of our society. We also strongly encourage your committee to amend this bill to prohibit public funds from being used to subsidize faith-based education, thereby ensuring that funds appropriated to early childhood education as a result of the proposed amendment do not violate the U.S. Constitution's and Hawaii State Constitution's Establishment Clauses, which bar preferential governmental treatment for religious institutions. Our concern over religious discrimination comes from the fact that the proposed constitutional amendment on which this legislation is based reads as follows: “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 public funds may be appropriated for the support or benefit of private early childhood education programs, subject to the non-discrimination provision above, as provided by law, and...etc.” The non-discrimination provision referenced in the proposed amendment, appearing in bold, *does not* include sexual orientation, unless one understands "sex" to refer to sexual orientation. Obama administration officials have asserted this interpretation regarding federal prohibitions of sex discrimination in schools receiving federal funds, but private ECE providers *do not* receive federal funds, begging the question of applicability (also, for what it's worth, the Obama administration won't be in the executive forever and a new executive could assert a different interpretation of the law). Moreover, the only mention of religion or faith contained in this bill says, “Therefore, this program will be delivered through several vehicles: center-based programs, group child care homes, and family child care homes, including those run by faith-based providers as far as state and federal laws allow; programs on department of education school campuses; and family-child interaction learning programs.” Religious-affiliated early learning schools have consistently maintained that the preceding understanding exempts sexual orientation from non-discrimination policies, including those that would apply to religious early learning programs seeking public funds. We do not want to see the state wrapped up in costly litigation because of a misappropriation of funds to a program that oversteps its constitutional bounds by using public funds to promote a specific religious viewpoint, nor do we feel confident (particularly after last year's marriage equality debate) that early learning programs operated by religious or religious-affiliated schools will prevent the insertion of religious doctrine into early learning curricula. Our requested amendment can be enacted by revising the language in Section 2, subsection (e) to include an additional line item stating: **“Nondiscriminatory and religiously neutral classroom environments.”**

Mahalo for the opportunity to testify in opposition to this bill.

Sincerely,
Kris Coffield
Legislative Director



Testimony of Cindy McMillan
The Pacific Resource Partnership

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

SB 2826, SD1 – Relating to Early Childhood Education
SB 2236, SD2 - Relating to Early Learning
Friday, March 14, 2014
2:00 PM
Conference Room 309

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

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

PRP supports SB 2826, SD1, which establishes the Early Childhood Education Program within the Early Learning System established by section 302L-2, HRS, and SB2236, SD2, which authorizes the executive office on early learning to enter into agreements with the department of education and charter schools for use of vacant or underutilized classrooms as public preschool classrooms.

Last year, the Legislature made the courageous decision to begin building the foundation of a high-quality early learning system for Hawaii; you passed and funded a school readiness system and you looked ahead and passed a measure to place a constitutional amendment on the 2014 ballot to ask Hawaii's residents if we are ready to invest in a statewide community preschool system – a system that allows our parents, local non-profit preschools, and public school system to become partners working together to provide opportunities for all of our state's children.

Now, we need your help once again with the passage of SB 2826, SD1. This measure will ensure that Hawaii's preschool program will have the capacity, quality, and oversight to succeed.

Please support SB 2826, SD1 and SB 2236, SD2 and thank-you for allowing us to submit this testimony in support of Hawaii's future.



Committee: Committee on Education
Hearing Date/Time: Friday, March 14, 2014, 2:00 p.m.
Place: Room 309
Re: Testimony of the ACLU of Hawaii with Comments on SB 2826, SD 1,
(Relating to Early Childhood Education)

Dear Chair Takumi and Members of the Committee on Education:

The American Civil Liberties Union of Hawaii ("ACLU of Hawaii") offers comments on SB 2826 SD 1, which establishes a statewide early childhood education program subject to the ratification of article X, section 1 of the Hawaii Constitution.

In short, as currently drafted, SB 2826, SD 1 does not contain the requisite protections to ensure that: (1) the contemplated programs comply with the Establishment Clause of the First Amendment to the U.S. Constitution or the corresponding provision of the Hawaii Constitution, article I, § 4 ("Establishment Clause"), which, *inter alia*, prohibits state funding of religious indoctrination; and (2) the programs adequately safeguard against unlawful discrimination.

First, SB 2826, SD 1 specifically permits direct funding to private educational providers, including those which are sectarian and religious in nature. This poses grave concerns under the Establishment Clause. Whereas the United States Supreme Court has upheld public funding of religious schools via voucher programs and tax credits, the Supreme Court has never been faced with a situation like the one proposed here, in which a government is directly funding religious proselytization. It is unclear whether this program would survive a legal challenge.

Second, although the bill states that eligible providers shall comply with all applicable state and federal laws (which is true of any legislation), the bill fails to provide specific guidelines to shape and direct the contemplated program. The ACLU suggests that the Committee consider including language to direct that private providers are prohibited from engaging in discrimination, sectarian instruction, indoctrination, and other religious activities.

Third, the bill should be amended to identify necessary protections for a number of potentially applicable federal and state non-discrimination provisions, including, but not limited to: Title VI of the Civil Rights Act of 1964, prohibiting discrimination based on race, color, or national origin; Title IX of the Education Amendments of 1972, prohibiting discrimination based on sex; the Americans with Disabilities Act of 1990; the Individuals with Disabilities Education Act;

American Civil Liberties Union of Hawaii
P.O. Box 3410
Honolulu, Hawaii 96801
T: 808-522-5900
F: 808-522-5909
E: office@acluhawaii.org
www.acluhawaii.org

Section 504 of the Rehabilitation Act of 1973; and H.R.S. § 378-2 (regarding gender identity and sexual orientation).

To address the Establishment Clause and potential discrimination issues, the ACLU of Hawaii suggests the following amendments:

- Insert new (e) as follows (page 19, after line 2) (and renumber accordingly):

(e) All eligible providers as contemplated herein:

- (1) Shall not exclude a child based on the family's or child's religious beliefs or lack thereof;
- (2) Shall not be used to proselytize or attempt to persuade or convert children or their families to or from religion or a particular religious persuasion;
- (3) Shall not incorporate provider-sponsored prayer, worship, or other religious exercise, or religious instruction;
- (4) Shall not require children or their families or guardians to participate in faith-based or church-sponsored activities or services which are separate from the school readiness program; and
- (5) Shall not, when practicable, conduct the program in rooms that contain overt religious iconography, and shall, when practicable, cover religious iconography in rooms in which the program is conducted; and
- (6) Agree, by contract, that the provider of early childhood education programs shall not discriminate on the basis of race, religion, sex, ancestry, sexual orientation, or disability in employment, admissions, or enrollment for the programs and services provided under this statute.

Finally, SB 2826, SD 1 should be further amended to include assurances that the State will seek to monitor compliance with the above-mentioned anti-discrimination provisions. To that end, the ACLU of Hawaii suggests the following amendment:

American Civil Liberties Union of Hawai'i
P.O. Box 3410
Honolulu, Hawai'i 96801
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www.acluhawaii.org

Chair Takumi and Members of the Committee on
Education
March 14, 2014
Page 3 of 3

- Insert new subsection (h) (page 20, line 10) (and renumber accordingly):

The office shall, no later than December 31, 2015, adopt rules and regulations, pursuant to chapter 91, expressly addressing: (i) a provider's compliance with subsection (e)'s anti-discrimination requirements; and (ii) reporting and monitoring requirements that ensure a provider's initial and continued compliance with subsection (e).

Although the ACLU of Hawaii fully supports high-quality early education and agrees that it is essential to childhood development and future performance, these publicly funded private programs must be developed in a way that protects against unintended (and unlawful) discrimination.

Thank you for the opportunity to testify.

Sincerely,

Daniel Gluck
Senior Staff Attorney
ACLU of Hawaii

The mission of the ACLU of Hawaii is to protect the fundamental freedoms enshrined in the U.S. and State Constitutions. The ACLU of Hawaii fulfills this through legislative, litigation, and public education programs statewide. The ACLU of Hawaii is a non-partisan and private non-profit organization that provides its services at no cost to the public and does not accept government funds. The ACLU of Hawaii has been serving Hawaii for over 45 years.

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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 Conf. Rm. 309

Testimony in Support of SB2826 SD1, Relating to Early Childhood Education.

Thank you for the opportunity to provide testimony **in strong support** of SB2826, which establishes the Early Childhood Education program. 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.

Education can provide a leveling of socio-economic impacts experienced by children from low-income families. These families are dealing with the challenges of Hawaii's high cost of living realities and are focused on providing the necessities, like food and housing. As a result children from low-income families are less likely to have the "extra" resources necessary to access high quality early childhood education programs. As studies have clearly shown, investing in a high-quality early childhood education will result in higher levels of educational attainment and stronger social and economic well-being. A strong start with early education provides a bridge to a different future for these children.

An Early Childhood Education program means that children in low-income families will have access to high-quality educational programming that would otherwise be out of reach. Without this access children from low-income families are less likely to have the strong start to their education that will result in providing a bridge to a successful college experience/career that will change their family's financial/social tree for generations to come.

Once again, PHOCUSED strongly urges your support of SB2826. We appreciate the opportunity to provide testimony on this critical issue.

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 2826 S.D.1 -
Relating to Early Childhood Education

Aloha e ka Lunaho'omalua 'o Roy M. Takumi a me ka Hope Lunaho'omalua
'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:*

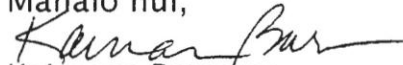
'O au 'o Kaimana Barcarse, ka Pelekikena o ka 'Ahahui Sīwilia 'o Ke Aloha
'Āina.
*My name is Kaimana Barcarse, President of the 'Ahahui Sīwila 'o Ke Aloha 'Āina
(Civic Club).*

Eia nō au ke hō'ike mana'o nei i ke kāko'o i ka pila H.B. 2276 **me nā loli**
e like me nā mea i hāpai mua 'ia e ka 'Aha Pūnana Leo.
*I am submitting testimony in support of HB 2276 H.D.1 **with amendments** as
submitted by the 'Aha Pūnana Leo as follows:*

Page 19 Section 2 (e) (4) Alignment with the Hawai'i early learning and
development standards APPROPRIATE FOR EITHER OFFICIAL STATE
LANGUAGES, which align with department of education standards,
including common core state standards, state content and performance
standards, and general learner outcomes for grade kindergarten to
twelve, to facilitate a seamless and high-quality educational experience
for children INTO HAWAI'I'S SYSTEM OF ELEMENTARY SCHOOLS.

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

Mahalo nui,



Kaimana Barcarse

'Ahahui Sīwila 'o Ke Aloha 'Āina (Civic Club)
Pelekikena

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

TESTIMONY TO
THE HOUSE COMMITTEE
ON EDUCATION

RE: SB 2826 SD1 – Relating to Early Childhood Education

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 2826 SD1 which will create a much-needed early childhood program in our state upon ratification of the amendment to Article X, Section 1 of the Hawaii State Constitution. 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.

HSTA has admittedly recognized that the state does not have the capacity to be able to do this on its own, so it is important to allow the Office of Early Learning to continue proceeding with the development of a comprehensive early childhood system using public-private partnerships to build upon already-existing high-quality non-profit child care providers through a mixed-delivery system. This is a win-win situation for private and public providers; most importantly it will benefit all of our keiki and provide them with opportunities they may otherwise not be able to afford.

There is no one-size-fits-all mode of delivery for that education, so it will be important to have the support of group child care centers, group child care homes and family-child interaction learning programs coupled with oversight by EOEL.

Private providers will enter into contracts with the state to ensure that quality standards are met. It is clearly understood that this **is not** a voucher program, nor is that what we hope to move toward.

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.

Sincerely,
Cathy Ogawa, M.Ed.-ECE

From: Jane Lynggaard West <jlynggaardwest@gmail.com>
Sent: Tuesday, March 11, 2014 2:50 PM
To: Rep. Roy Takumi; Rep. Takashi Ohno; EDNtestimony
Subject: RE: SB2826

To whom it may concern,

I am writing in support of funding for facilities for public charter schools. We have two sons, 2nd and 4th grade at Innovations Public Charter School on the Big Island of Hawaii.

The learning experience our sons have had at this charter school has been absolutely exceptional, and I know with certainty that he would not thrive and excel in the same way in a “non-charter” public school.

Our sons thrive in their school environment because they feel connected to their learning environment through student initiatives developing exceptional research skill, independence in writing, problem solving and the use of various skill sets in the class room. They learn to become independent, successful individuals through this exceptional curriculum.

It is difficult to understand why equivalent funding is not received for students at Public Charter Schools as it is for students of other Public Schools, and we hereby petition you to consider very seriously to increase funding for our students as well as for their school facilities.

Sincerely,

Jane L West

ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 13, 2014 1:34 PM
To: EDNtestimony
Cc: Kanoe@ahapunanaleo.org
Subject: Submitted testimony for SB2826 on Mar 14, 2014 14:00PM

SB2826

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
Kanoe Kanakaole	Individual	Support	No

Comments: Aloha kakou, I would like to offer my support of SB2826 with the following ammendments: 1. HELDS standards must be expanded to incorporate Hawaiian Medium Early Education Standards particularly in the area of emergent literacy. 2. Teacher/Care giver standards for education and training must align with Hawaiian Medium Early Education Standards for Hawaiian language programs. 3. Assessment tools and standards must align with Hawaiian Medium Early Education Standards for Hawaiian language programs. The 'Aha Pūnana Leo, 'Aha Kauleo and Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language has worked diligently to develop such standards, tools and training for Hawaiian Medium Education it would be in the best interest of Hawaii's Hawaiian speaking families and the State of Hawaii to collaborate with these entities. Mahalo nui loa.

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

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

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March 14, 2014

**HAWAII STATE HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION**

Hon. Roy Takumi, Chair
Hon. Takashi Ohno, Vice Chair

Hearing Date: March 14, 2014
Hearing Time: 2:00 p.m.
Hearing Room: 309

S.B. No. 2826, S.D. 1

**TESTIMONY IN OPPOSITION OR
WITH AMENDMENTS**

Messrs. Chair and Vice Chair and Hon. Members of this Committee:

My name is Charles K.Y. Khim, Esq. and I am an attorney who has been licensed to practice law in the State of Hawaii, the Federal District, Circuit and Supreme Court for 34 years.

Everyone is in favor of preschool education. The question becomes who shall administer and implement preschool education for the State government using Hawaii State government money.

This bill establishes a brand new, untested method be used, whereby a totally new administrative agency be created to, in essence



hand out State money blindly to private preschools who have virtually no experience in developing curriculum and who have under-credentialed "teachers" - - - no one with a Doctor of Education (Ed.D) degree develop and implement this new preschool program. Most of the "teachers" have no Bachelor Degrees, much less teaching licenses (the so-called fifth year teaching certificate).

In essence, this bill creates a vehicle to hand out State funds to pay the \$8,172.00 per school year tuition of these private, substandard preschools.

I contend that this bill should be deferred pending drastic redrafting, because I contend that this not the way the State should be spending its taxpayer's dollars on private institutions to development and implement preschool education. Rather, preschool education should be developed by public schools in Hawaii, namely the UH College of Education and the DOE schools.

The traditional method for creating and implementing educational programs is the University of Hawaii ("UH") College of Education's Curriculum Research Development Group ("CRDG") develops the pre-school curriculum, tests it at its facilities such as the Castle Memorial Hall, the building donated to the UH by the Henry and Dorothy Memorial Fund, and then is disseminated to, and utilized by the State Department of Education ("DOE") public school system.

Indeed, the original and true public and private partnership for creating educational program for Hawaii's children came through the generosity of the Castle family donating a building and research funds to the UH's Teachers College. The DOE's elementary school curriculum was developed this way.

This bill does not provide that the usual, tried and true method be utilized to develop a statewide preschool system. Instead, this bill provides that the legislature shall establish a wildly new, untested administrative agency that does not exist, but rather is being created by this bill. This bill provides that this new agency shall become a clearinghouse of sorts to hand out state money to private preschools to in essence provide day care to children with a cost of at least \$8,172.00 per year (the price listed in the preamble of the bill).

Thus, I request that this committee adopt the tried and true method of creating and implementing a preschool program via DOE operated preschools.

I come before this honorable committee as a proud product of the public school system of the Territory of Hawaii and the State of Hawaii. I began my 20 years of formal public school education at Manoa School, attended various public elementary, intermediate and high schools and graduated from the UH main campus with a bachelors degree in Sociology with a 4.0 GPA on a 4.0 scale, highest distinction

(had gotten rid of *summa cum laude*), *Phi Beta Kappa*, *Phi Kappa Phi* and the other usual Greek and Latin letters after my degree.

This excellent public school education which did not have preschool, but which did have kindergarten -- something that is not mandatory today -- prepared me very well for the only private school I attended, law school at Georgetown University.

The public school system prepared me very well to pass the necessary objective entrance examinations and other criteria to be accepted for enrollment in a U.S. News & World Report T-14 private law school which is rated for the upcoming school year as the thirteenth best law school overall in the nation, with it being the nation's best law school for *clinical training* and the nation's third best law school for tax law and international law.

This excellent public school education greatly aided me in excelling at Georgetown Law where I graduated on the Dean's List for 67% of my attendance thereat.

However, I have noticed a disturbing trend in State spending away from education and towards public welfare. This was first pointed out to me by then State Rep. Stuart Ho when I interviewed him in college for an English project. It has culminated with the Lingle Administration's Lillian Kohler who hails from a socialist country, who bragged before the legislature that under her watch at the State Welfare Dept. (Dept. of Human Serv.) the Welfare Dept.'s budget had become the

largest in the State government. Part of the reason why this budget is so large is because said department privatized the providing of services traditionally provided by the State, much like how this bill could be abused by using State money to private preschools at \$8,172.00 per student per year.

As you can see from my public school background, I am all in favor of public education and public early child education. However, I believe that this early education must be conducted and administered by the public school system, not the private sector.

Unfortunately, the program this bill creates is **NOT** an education program but rather a welfare child baby sitting program. I have attached to my testimony, a copy of the introductory page from the Seagull Schools, one of the beneficiaries of this bill's transfer of taxpayer money to the private sector. It describes itself as a child and elderly day care program.

This bill gives governance to this new untested agency which is designed to operate very similarly like the State Welfare Department not the State Department of Education. Thus this bill should be totally revamped to provide that the public school system in conjunction with the University of Hawaii College of Education should create and administer a preschool and early child care program.

Since it is so late in the session, I suggest that this bill be held for this session, revamped and presented next session.

However, if this Committee decides to adopt this bill there are several clarifications that must be made.

In the Senate's companion bill, a definition of the term "underserved children" was added. This definition should be added to this bill since it appears that this bill is the vehicle for the preschool topic.

The bill provides that it does not create a voucher system. Specifically, it states that:

"Nothing in this section shall be construed to enable the establishment of a voucher program for educational purposes."

However, the term "voucher program for educational purposes" is not defined. Thus, such a definition is necessary. I have attached statutory language that creates such a definition.

This bill states that the program created thereunder shall comply with all state and federal laws. In order to clarify this, I suggest that this bill be amended to specifically mention that such a program must comply with the State Service Contract Act, HRS, §103-55. I have appended language which accomplishes the foregoing.

Thank you for this opportunity to provide testimony to this honorable committee.



CHARLES K. Y. KHIM'S PROPOSED CHANGES TO S.B. NO. 2826, S.D. 1

Charles K.Y. Khim, Esq. proposes that Section 2 of S.B. 2826, S.D. 1, shall be amended by providing that section 302L-_____ (d) therein shall state as follows:

"(d) The office may contract with eligible providers, which may include private providers, of early childhood education to increase the capacity of the early childhood education program to provide high-quality early childhood education to children across the State. Eligible providers shall incorporate quality standards in their programs as required by the early childhood education program pursuant to rules adopted by the office. The office may provide support to providers to incorporate these quality standards, including support related to teacher-child interactions, individual child assessments, and family engagement. Eligible providers shall comply with all applicable state and federal laws, including but not limited to section 103-55."

Mr. Khim also proposes that Section 3 of S.B. 2826, S.D. 1, shall be amended to state as follows:

Section 3. Section 302L-1, Hawaii Revised Statutes, is amended by adding [~~three~~] four new definitions to be appropriately inserted and to read as follows:

"Early childhood education program" means an educational program for children provided for in section 302L-____."

"Family engagement" means practices that engage families in meaningful ways and recognize the need for families to actively support their child's learning and development, including classrooms that make families feel welcome, communicate with families, the promotion of responsible parenting, and involvement in decisions that affect families and their children.

"Underserved children" means children who, because of circumstances such as their place of residence, limited transportation, or family's financial standing, have little or no access to early learning services."

"Voucher program for educational purposes" means any procedure, program or plan by which any direct or indirect payment of state funds or monies, be it by contract, grant, grant in aid, coupon, voucher or any other means, is made to eligible providers of early childhood education, including but not limited to private providers, for the providing of direct or indirect education of children, including but not limited to the education of three and/or four year old children. Examples of a "voucher program for educational purposes" include, but are not limited to, a procedure, program or plan by which: state funds are conveyed to a private provider of early childhood education for the payment, in whole or in part, of the tuition or fee that is charged by that private provider of early childhood education to provide a child with education of any type; state funds are directly or indirectly conveyed to a private provider of early childhood education to pay, in whole or in part, the cost of providing a child with education of any type; state funds are directly or indirectly conveyed or given to a child for the child to give to a private provider of early childhood education in exchange for said provider to provide that child with education; state funds are directly or indirectly conveyed or given to the parent or guardian

of a child, for the parent or guardian of the child to give to a private provider of early childhood education in exchange for said provider to provide that child with education of any type; the state directly or indirectly conveys or gives a coupon, writing or other instrument which entitles the child to obtain education from a private provider of early childhood education to a child, with the child then giving or redeeming the coupon, voucher, writing or other instrument to said provider of early education in order for the child to obtain an education of any type; the state directly or indirectly conveys or gives a coupon, writing or other instrument which entitles the child to obtain education from a private provider of early childhood education to the parent or guardian of a child, with that parent or guardian then giving or redeeming the coupon, voucher, writing or other instrument to said provider of early education in order for the child to obtain an education of any type. In construing, interpreting and/or applying the lists of items or things in this definition, the doctrines of *ejusdem generis* and *expressio unius est exclusio alterius* shall not apply."

Attorney Khim finally proposes that a new Section 4 of H.B. 2276, HD 1 shall be added to state as follows:

Section 4. Section 103-55(c)(8), Hawaii Revised Statutes, is amended to read as follows:

"(8) Contracts with nonprofit institutions which are not chapter 302L eligible providers of early childhood education."



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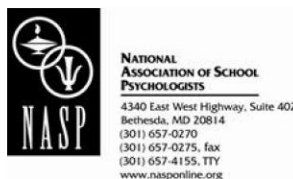
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Adopted by the NASP Delegate Assembly on July 20, 2008.

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ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 13, 2014 1:33 PM
To: EDNtestimony
Cc: terry@ahapunanaleo.org
Subject: Submitted testimony for SB2826 on Mar 14, 2014 14:00PM

SB2826

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
TERRY KIMOKEO	Individual	Support	No

Comments: Aloha mai kakou, I am a grandmother of a student at Nawahiokalaniopuu school. Three of my children graduated from Hawaiian Immersion schools. I give my support for bill SB2824 with the following amendments; Any type of testing and or tools must be aligned with hawaiian medium early education standards. Helds must be aligned with hawaiian early education standards and any type of assesment must be aligned with hawaiian early education standards. Thank you for your time and allowing me to submit this testamony. Mahalo, Terry Kimokeo

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: Thursday, March 13, 2014 2:10 PM
To: EDNtestimony
Cc: Kanoe@ahapunanaleo.org
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
Kanoe Kanakaole	Individual	Support	No

Comments: Aloha kakou, I would like to offer my support of SB2826 with the following ammendments: 1. Kindergarten readiness assessments for Hawaiian language programs must align with Hawaiian Medium Early Education Standards. 2. Appropriations made to either the Department of Education and/or the Office of Early Learning must be accountable to the development of tools and processes in both of Hawai'i's to official languages. The 'Aha Pūnana Leo, 'Aha Kauleo and Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language has worked diligently to develop such standards, tools and training for Hawaiian Medium Education it would be in the best interest of Hawaii's Hawaiian speaking families and the State of Hawaii to collaborate with these entities. Mahalo nui loa.

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

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

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
ZIP Code: 96817

A Parent's Testimony on Early Childhood Education

Jared Ava
Kapolei, Hawaii 96707

Friday, March 14, 2014

Rep. Roy M. Takumi, Chair
Rep. Takashi Ohno, Vice Chair
State Capitol
415 South Beretania Street

RE: SB2826 Relating to Early
Childhood Education

Dear Chair Rep. Roy M. Takumi and Members of the Committee,

As a father of a two children who currently are participating in Early Childhood Education, supported by HCAP Head Start, I strongly support the SB2826. I believe this bill will be a great advantage to the families of Hawai'i in providing more affordable quality education to our younger children. I am a full-time student at the University of Hawaii at Manoa, School of Social Work Graduate program and part time working father of three boys. My wife is a part-time minimum wage worker on the weekends and a full-time mother that stays home with our youngest son which is two years old throughout the week.

I have seen the positive impact Early Childhood Education has had on my oldest son who just turned five this past January. I have also observed changes in my 3 year old son as well. I know that the interaction with their age group in a safe learning environment contributes greatly to their social developmental skills and well-being.

I am also in an agreement of this bill as it does emphasizes parent's participation in their child's early education. A teacher has the ability to teach and apply appropriate material for learning, but they can only do so much. A parent's involvement is critical in reinforcing the skills she or he learns in school will optimize their learning abilities.

In my current's situation it is difficult to find affordable Early Childhood Education. My wife and I was fortunate to find HCAP who was able to provide us with an affordable quality education for my two children. It is why I strongly support this bill in hopes that it will expand to provide more Early Childhood Education to disadvantage families like mine. Every child may not become successful in life but they should at least be entitled to become successful by giving them the option in the early stages of their life. Approving this bill will expand this program and give every child a chance to succeed.

Investing in our children's lives in their early stages of childhood will help them be better prepared in overcoming the challenges of life from their education, finding a career and taking part of our society's solution rather than a problem. My statements come from my own personal view of the positive impact of Early Childhood Education in my family. I thank you for giving me this opportunity to share my testimony in support of expanding Hawai'i children education in their early stages of life.

Mahalo, Jared Ava

Personal Written Testimony in **Support of S.B. 2826, S.D. 1**
Relating to Early Childhood Education
House Education Committee
March 14, 2014

by, Robyn S. B. Chun

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

Thank you for your wisdom when it comes to investing in primary intervention efforts that support Hawai'i's youngest keiki. They represent a wise investment in our collective future.

I am testifying in support of **S.B. 2826, S.D. 1** which together with other bills will enable Hawai'i to establish an Early Childhood Education Program that is part of the larger Early Learning System established in section 302L-2 Hawai'i Revised Statutes. The proposed amendments to the Act build on previous legislation and incorporate the contributions from multiple stakeholders. Together they ready the state to implement a mixed-delivery system for children birth through 8-years-old that builds on the strengths and collective resources of our public and community based (private) providers on behalf of our most needy young children and their families.

My work as a teacher in preschools and DOE K-1 classrooms, as family child care provider and teacher educator, and my personal experience as a mother of twins, has impressed upon me the importance of providing each child with a meaningful and culturally relevant early experience that will address each child's physical, cognitive, linguistic, social and emotional development regardless of the child's circumstances.

With the passage of Strong Start legislation (H.B. 3461) at the federal level, the passage of **S.B. 2826, S.D. 1** and others at our state level are essential. They position the state to bid for federal funding that will make it possible to leverage our funds and access federal resources needed to develop an early learning system in Hawai'i. In order to be eligible for grants, states must demonstrate substantial commitment towards developing a plan, showing cross sector collaboration, and provide access to the kinds of quality early learning experiences that will reduce the disparities experienced by homeless children, English language learners, children with disabilities, and other groups who may struggle throughout their educational careers. Cross-sector collaboration is a necessity.

Commitments to early learning have already taken place in 40 of the 50 states (The State of Preschool 2012). In a majority of those states, early learning systems are characterized by partnerships that expand access by building upon the resources and flexibility of community based (private) providers and use funds to facilitate cross-sector system building and professional development so that high-quality experiences are integrated across the PK-3 spectrum (Hustedt & Barnett, 2011). With a growing number of our children living in poverty (17%) and nearly half of our keiki entering kindergarten without the opportunity afforded by PreK experiences (48%), this is a critical year to demonstrate the fiscal commitment to early learning that will enable us to access Strong Start funding (Kids Count Hawai'i, 2013).

The Executive Office on Early Learning has demonstrated leadership in coordinating partners on behalf of children. It is building upon years of effort on behalf of many groups and will assure that we move forward drawing from the wisdom and expertise of representatives of our island community and field as we design and implement an early learning system where:

- each young child is assured of a strong foundation so that s/he may succeed educationally and in life,
- families and communities are supported and empowered as partners in assuring their keiki succeed as lifelong learners and contributing members of our communities and society; and,
- there are culturally and geographically responsive program options to address the needs and concerns of our most vulnerable keiki and families.

I support incorporating of quality standards that focus on as positive teacher-child interactions and commitments to family engagement as essential components of a sound early childhood program. I also support the value of assessments that will take into account all developmental domains and which facilitate continuity of each child's experience across birth – 8 settings with the caveat that we must provide practitioners and programs with the professional development resources and support needed to be able to assess children and evaluate programs using ethically responsible methods that respect and honor each child's individual and cultural uniqueness. We shall also need to nurture in our practitioners the ability to use formative assessment to inform meaningful, integrated, content rich and child centered curriculum that supports all areas of development and provides a strong foundation for later educational experiences.

We cannot expect to raise the quality of care in a field marked by woefully inadequate compensation if we do not appropriately fund workforce development. Raising the level of practice will only happen if we provide the supports necessary so that more than 18% of our kindergarten teachers have obtained the knowledge and skills embedded in a PK-3 license and we provide the financial incentive and educational opportunities required to recruit and retain birth – PK providers across settings that have a baccalaureate degree with specialized training in child development and early childhood education (HSRRA, 2013-2014; Buchinal, Cryer, Clifford, & Howes, 2002; Early et. al, 2007).

The field of early childhood education has existed for many years without a steady funding base and as a result is characterized by difficulty retaining and growing a highly skilled workforce. As a teacher educator, I am mindful of the investment needed to provide for an adequate infrastructure that results in high quality programs. In order to ensure children can benefit from the kind of quality early learning experiences that can lead to lifelong positive outcomes, I hope that adequate funding will be designated to support all early educators in their professional development needs, to create career and educational pathways for the field, and to attract and retain a highly trained workforce. Without adequate coordination and investment in an infrastructure that can lead to a comprehensive and integrated early learning system, we cannot expect results.

Preparing our children for the future means, in part, investing in their well-being from the start. This bill represents a positive step forward in helping Hawaii's families provide for their keiki during the early childhood years (birth through age 8 years). It creates an opportunity for shared leadership that listens to and reflects the needs, wisdom, and expertise of our community.

Thank you for the opportunity to submit testimony **in support of S.B. 2826, S.D. 1**

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

Hearing: House Committee on Education

March 14, 2014 2:00p

Conference Room 309

Re: **SB2826 SD1** – Relating to Early Childhood Education

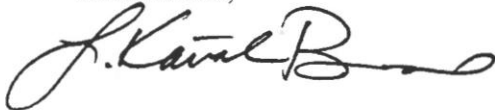
Aloha Chair Takumi, Vice Chair Ohno and members of the House Committee on Education,

My name is L. Ka‘iunalu Barrett and I am a parent of a child attending a Pūnana Leo Preschool. Mahalo for the opportunity to submit testimony in support of **SB2826 SD1 with amendments**, specifically adding the underlined:

Page 19 Section 2 (e) (4) Alignment with the Hawai‘i Early learning and development standards appropriate for either official state languages, which align with department of education standards, including common core state standards, state content and performance standards, and general learner outcomes for grades kindergarten to twelve, to facilitate a seamless and high-quality educational experience for children into Hawai‘i’s system of elementary schools.

Upon ratification of the amendment to article X, section 1 of the Hawai‘i State Constitution, this bill will establish a statewide early childhood program to be provided in either of Hawai‘i’s two official languages. These amendments are critical to the implementation of an early childhood education program with standards and measures that are aligned to the language of instruction.

Mahalo nui,



March 13, 2014

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

Testimony in **SUPPORT WITH AMENDMENTS** of SB 2826 S.D.1 – Relating to Early Childhood Education.

Aloha Chair Roy M. Takumi, Vice Chair Takashi Ohno, and members of the Education Committee:

My name is Kaimana Cabebe, a former ECE educator on the island of Hawai'i.

I am submitting testimony in support of SB 2826 S.D.1 **with ammendments** as submitted by the 'Aha Pūnana Leo as follows:

Page 19 Section 2 (e) (4) Alignment with the Hawai'i early learning and development standards APPROPRIATE FOR EITHER OFFICIAL STATE LANGUAGES, which align with department of education standards, including common core state standards, state content and performance standards, and general learner outcomes for grade kindergarten to twelve, to facilitate a seamless and high-quality educational experience for children INTO HAWAI'I'S SYSTEM OF ELEMENTARY SCHOOLS.

Mahalo for the opportunity to submit testimony of this bill.

Me ka 'oia'i'o,

Kaimana Cabebe

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 2826 S.D.1 –
Relating to Early Childhood Education

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 2826 S.D. 1 **with amendments** as submitted
by the 'Aha Pūnana Leo as follows:

Page 19 Section 2 (e) (4) Alignment with the Hawai'i early learning and
development standards APPROPRIATE FOR EITHER OFFICIAL STATE
LANGUAGES, which align with department of education standards, including
common core state standards, state content and performance standards, and
general learner outcomes for grade kindergarten to twelve, to facilitate a
seamless and high-quality educational experience for children INTO HAWAII'S
SYSTEM OF ELEMENTARY SCHOOLS.

This is essential to ensure the continued development of a quality early learning
program in the medium of Hawai'i that will allow for teaching credentials and
assessments appropriate for Hawaiian medium education.

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: **SB2826 SD1** – Relating to Early Childhood Education

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 and am also a former student of the same preschool program. Mahalo for the opportunity to submit testimony in support of **SB2826 SD1 with amendments**, specifically adding the underlined:

Page 19 Section 2 (e) (4) Alignment with the Hawai'i Early learning and development standards **APPROPRIATE FOR EITHER OF HAWAI'I'S TWO OFFICIAL STATE LANGUAGES**, which align with department of education standards, including common core state standards, state content and performance standards, and general learner outcomes for grades kindergarten to twelve, to facilitate a seamless and high-quality educational experience for children **INTO HAWAI'I'S SYSTEM OF ELEMENTARY SCHOOLS**.

Upon ratification of the amendment to article X, section 1 of the Hawai'i State Constitution, this bill will establish a statewide early childhood program to be provided in either of Hawai'i's two official languages. These amendments are critical to the implementation of an early childhood education program with standards and measures that are aligned to the language of instruction.

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



Samantha Malu Johnson Debus

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!

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