

SB2826

Relating to Early Childhood

Education

EDU, WAM



EXECUTIVE OFFICE ON EARLY LEARNING
HONOLULU

GG WEISENFELD
DIRECTOR

Testimony in **Support** of
S.B. 2826, Relating to Early Childhood Education
By GG Weisenfeld, Director

Senate Committee on Education
January 29, 2014
1:30 p.m., Room 414

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

Good afternoon. I am GG Weisenfeld, Director of the Executive Office on Early Learning. EOEL is in support of Senate Bill 2826.

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 the Executive Office on Early Learning 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 and family-child interaction learning programs will serve some of this population, most four-year-olds will have their prekindergarten experience in a private, community-based preschool.

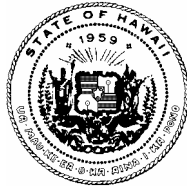
Participating programs will be required to:

- 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.

EOEL respectfully requests that you move this bill forward. Thank you for the opportunity to testify. I am happy to answer any questions you may have.



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

January 29, 2014

MEMORANDUM

TO: The Honorable Jill N. Tokuda, Chair
Senate Committee on Education

FROM: Patricia McManaman, Director

SUBJECT: **S.B. 2826 – RELATING TO EARLY CHILDHOOD EDUCATION**

Hearing: Wednesday, January 29, 2014; 1:30 p.m.
Conference Room 414, State Capitol

PURPOSE: The purpose of S.B. 2826 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;

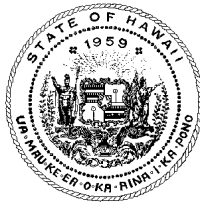
3) Family engagement; and

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.

NEIL ABERCROMBIE
GOVERNOR



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 Senate Bill (SB) 2826
RELATING TO
EARLY CHILDHOOD EDUCATION
by
Ted Sakai, Director
Department of Public Safety

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

Wednesday, January 29, 2014; 1:30 PM
State Capitol, Conference Room 414

Chair Tokuda, Vice Chair Kidani, and Members of the Committee:

The Department of Public Safety (PSD) is in **support** of SB 2826, 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.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony presented before the
Senate Committee on Education
January 29, 2014 at 1:30 pm
By Dr. Joanne Itano
Interim Executive Vice President for Academic Affairs
University of Hawai'i System

SB 2826 – RELATING TO EARLY CHILDHOOD EDUCATION

Chair Tokuda, Vice Chair Kidani, and members of the Senate Committee on Education:

The University of Hawai'i (UH) supports SB 2826 which establishes, upon ratification of the amendment to Article X, Section 1, of the Hawai'i State Constitution, an early childhood education program within the early learning system administered by the Executive Office of Early Learning.

Studies have shown the link between quality early childhood education and subsequent school and adult outcomes. As outlined in SB 2826, the early childhood education program will provide equitable access to high-quality early childhood education that addresses children's physical, cognitive, linguistic, social, and emotional development and monitor the implementation of quality standards.

The University of Hawai'i recognizes that our effectiveness as the state's public higher education system relies on the strength of the earliest foundations established for our youngest children. We therefore support the early childhood education program described in SB 2826.

Thank you for the opportunity to testify on this measure.



**STATE OF HAWAII
Kualapu'u School
Public Conversion Charter**

P O Box 260
Kualapu'u, Molokai, Hawaii 96757
Phone: (808) 567-6900, Fax: (808) 567-6906

Testimony in support of:
SB 2236 - Public Preschools in DOE and Charter Schools and
SB2826 - Establishing an Early Childhood Education Program

Senate Committee on Education
January 29, 2014
1:30 pm, Conf Rm 414

Chair, Jill N. Tokuda, Vice Chair, Michelle N. Kidani and members of the Education Committee

I am in strong support of SB2236 and SB 2826.

With the ending of Kindergarten eligibility for approximately 5100 of Hawaii's young keiki, Kualapu'u Public Conversion Charter School recognizes the critical need for these children to have access to high quality early learning experiences. Our community of Moloka'i does not yet have the capacity to serve all of these children, and it is therefore imperative that we make available all public resources, including charter schools, to provide high quality preschool services.

As the Principal of Kualapu'u Public Conversion Charter School, serving many high-risk children and families, Kualapu'u is ready to work with the EOEL in their efforts to increase the state's capacity to offer early childhood education services.

In fact, for five years, Kualapu'u PCS has operated a preschool classroom serving 20 low-income children who have successfully matriculated to our Kindergarten program. Unfortunately funding for this preschool will end this year, exacerbating the blow of the loss of our Jr.K. program. With funding from the EOEL, Kualapu'u would therefore make available at least one preschool classroom(s) to ensure continuation of quality early education services to our keiki. If needed, we may be able to provide 2 classroom especially during 2014-2015 of the kindergarten transition year.

In addition to working with the EOEL to ensure preschool services for the keiki at our charter school (SB 2236), we also support the establishment of an ECE program that

builds capacity through private sector partnerships (SB2826). It is critical that the State maintain its vision and obligation to provide our young children with early learning opportunities and a public and private delivery system is the only feasible option to make this happen. We therefore support SB2826, as it ensures that contracted providers meet high quality early education standards that research has demonstrated safeguards children's learning and success.

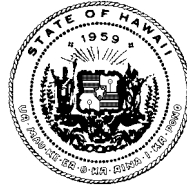
Thank you for the opportunity to provide testimony on these bills.

Lydia M. Trinidad
Principal
Kualapu'u Public Conversion Charter School
Kualapu'u, Moloka'i, Hawai'i

NEIL ABERCROMBIE
GOVERNOR

DR. MEGAN McCORRISTON
HO'OKAKO'O CORPORATION
EXECUTIVE

DIRECTOR



STATE OF HAWAII
Kamaile Academy PCS
85-180 Ala Akau Street
Waianae, Hawaii 96792

TOM HUTTON
CHARTER SCHOOL COMMISSION
EXECUTIVE DIRECTOR

EMMA WEISS
PRINCIPAL

January 27, 2014

Testimony in support of:

SB 2326 - Public Preschools in DOE and Charter Schools and

SB2826 - Establishing an Early Childhood Education Program

Senate Committee on Education

January 29, 2014

1:30 pm, Conf Rm 414

Chair, Jill N. Tokuda, Vice Chair, Michelle N. Kidani and members of the Education Committee

I am in strong support of SB2326 and SB 2826.

With the ending of Kindergarten eligibility for approximately 5100 of Hawaii's young keiki, Kamaile Academy recognizes the critical need for these children to have access to high quality early learning experiences. Our community of Waianae does not yet have the capacity to serve all of these children, and it is therefore imperative that we make available all public resources, including charter schools, to provide high quality preschool services.

As the Principal of a public conversion charter school, serving many high-risk children and families, Kamaile Academy is poised to work with the EOEL in their efforts to increase the state's capacity to offer early childhood education services.

With the loss of Jr.K at Kamaile Academy PCS, 40 high-risk late born children will be left without an option for preschool services, as there are few providers in our area that families can afford. With funding from the EOEL, Kamaile Academy would therefore make available two preschool classrooms to ensure continuity of early childhood education services to these late born children.

In addition to working with the EOEL to ensure preschool services for the keiki at our charter school (SB 2326), we also support the establishment of an ECE program that builds capacity through private sector

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

partnerships (SB2826). It is critical that the State maintain its vision and obligation to provide our young children with early learning opportunities and a public and private delivery system is the only feasible option to make this happen. We therefore support SB2826, as it ensures that contracted providers meet high quality early education standards that research has demonstrated safeguards children's learning and success.

Thank you for the opportunity to provide testimony on these bills.

Emma Weiss, Principal
Kamaile Academy



Wednesday, January 29, 2014
1:30 PM
Conference Room 414

TESTIMONY TO
THE SENATE COMMITTEE
ON EDUCATION

RE: SB 2826 – Relating to Early Childhood Education

Chair Tokuda, Vice Chair Kidani, 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 which will create a much-needed early childhood program in our state. 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.

Should the Constitutional Amendment pass during the 2014 election, SB 2826 will allow the Office of Early Learning to proceed with the development of a comprehensive early childhood system using public-private partnerships to build upon already-existing high-quality non-profit child care centers. 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.

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.



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

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Laura Smith*

TO: Senator Jill N. Tokuda, Chair
Senator Michelle Kidani, Vice Chair
Members, Committee on Education

FROM: Scott Morishige, Executive Director, PHOCUSED

HEARING: Senate Committee on Education
Wednesday, January 29, 2014 at 1:30 p.m. in Conf. Rm. 414

Testimony in Support of SB2826, 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.



Ho`okāko`o Corporation

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

Re: SB 2826 – Relating to Early Childhood Education Program

Chair, Jill N. Tokuda, Vice Chair, Michelle N. Kidani and members of the Education Committee

I am in strong support of SB2826.

With the ending of Kindergarten eligibility for approximately 5100 of Hawaii's young keiki, Ho`okāko`o recognizes the critical need for these children to have access to high quality early learning experiences. Our community of schools, all of which are in remote, underserved areas of the State, including Moloka'i, Hawai'i Island and Wai'anae on O'ahu, do not yet have the capacity to serve all of these children, and it is therefore imperative that we make available all public resources, including charter schools, to provide high quality preschool services.

As the Executive Director of three public conversion charter school, or nearly 20% of the students in Hawaii's charter school system, serving many high-risk children and families, Ho`okāko`o is poised to work with the EOEL in their efforts to increase the state's capacity to offer early childhood education services.

In addition to working with the EOEL to ensure preschool services for the keiki at our charter school (SB 2236), we also support the establishment of an ECE program that builds capacity through private sector partnerships (SB2826). It is critical that the State maintain its vision and obligation to provide our young children with early learning opportunities and a public and private delivery system is the only feasible option to make this happen. We therefore support SB2826, as it ensures that contracted providers meet high quality early education standards that research has demonstrated safeguards children's learning and success.

Thank you for the opportunity to provide testimony on these bills.

Megan McCorriston
Executive Director
Ho`okāko`o Corporation



KCAA

PRESCHOOLS OF HAWAII

*For over 100 years,
preparing children for success*

2707 South King Street
Honolulu, Hawaii 96826

Phone: (808) 941-9414
Fax: (808) 946-1468

www.kcaapreschools.org

January 29, 2014

To: Senator Jill N. Tokuda, Chair
Senator Michelle N. Kidani, Vice Chair
Senate Committee on Education

From: Christina Cox, President
KCAA Preschools of Hawaii

Subject: SB2826 Relating to Early Childhood Education

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

Please note that while I presently serve as the center-based program provider representative on the Early Learning Advisory Board and also serve as the Liaison for the Childcare Business Coalition of Hawaii which represents more than 90 centers throughout the State I am testifying in support of the intent of this measure today as the President of KCAA Preschools of Hawaii, a position that I have held for the past 13 years.

There has never been more research to document the rate of return on investment made by states than there is today. *Bloomberg Businessweek* published an article in the January 16, 2014 edition citing the findings of James Heckman, Professor of Economics at the University of Chicago and 2000 Nobel Laureate in Economics: *The bottom line: Heckman calculates that early education spending yields an annual lifetime “return to society” of up to 10%. The earlier a child gets help, the better the results through each stage of education.*” I have included the article for your reference.

ATHERTON - KAILUA

KUAPA - HAWAII KAI

LAURA MORGAN - KAPALAMA HEIGHTS

MOTHER RICE - MOILILI

MURIEL - KAKAOKO

NA LEI - KALIHI

WAI-KAHALA - KAHALA



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

While clearly all children benefit from a high quality early learning experience, a report issued this past September from the Brookings Institution makes the following observations:

Expanding access to preschool programs, as advocated in President Obama's "Preschool for All" initiative, would have positive effects on the preschool enrollment of all 4-year olds, but if access is free regardless of income, it could lead many children to switch out of the private system and into the public program. This "crowd-out" should be an important consideration as states would have to decide on the level of cost-sharing for middle-class families. The study also found that the children from lower-income families had the most significant academic gains. Hawaii should take heed of these findings as we move forward, working to leverage State dollars and existing community resources.

The recently approved 2014 Omnibus Budget includes additional funding for low-income children in multiple forms; of most interest are the "Pre-K Development Grants" which will be jointly administered by the DOE and HHS. As one of the last states to develop a state-funded prek program Hawaii is referred to as a **remedial State**, a special category was created for us! We should embrace this as an opportunity to move forward.

Hawaii should use the fact that we are one of the last states to adopt a state-funded pre-k program to our benefit. **We have learned from other states that those that have developed mixed delivery systems that prioritize limited tax payer dollars to support preschool access for low-income children and that both blend and braid federal and state dollars to support the development of higher quality programs are those that truly improve educational outcomes for low-income children!**

The philanthropic community has a history of supporting both public and private education in Hawaii. It is poised to support the State's efforts to create a high quality mixed-delivery system, one that works in partnership with the DOE. We all have something to bring to the table and we are confident that together we can build capacity and strengthen our future workforce.

While it is true that the need to pass a Constitutional amendment adds a layer of complexity to this effort, I believe that it can be done and that this bill is a good first step.

Thank you for the opportunity to testify on this measure.

Bloomberg Businessweek**Politics & Policy**<http://www.businessweek.com/articles/2014-01-16/the-heckman-equation-early-childhood-education-benefits-all>

The Heckman Equation: Early Childhood Education Benefits All

By [Brendan Greeley](#) January 16, 2014

“Boy, Jim, sounds like you’ve really turned into a social democrat.” This is what James Heckman remembers Lawrence Summers telling him one day in the early 1990s as they sat in Summers’s office in Washington. Heckman, an economist at the University of Chicago, was laying out his ideas about economic development to Summers, then a Treasury under secretary. Poor families should have guaranteed access to education for their 3- and 4-year-olds, Heckman said. He wasn’t advocating socialism, he told Summers, just the opposite: He was fixing a market failure.

Heckman won a Nobel prize in 2000. He used his speech in Stockholm to underscore the importance of using hard, observable data in making public policy, and he’s continued to gather evidence for the idea he explained to Summers. Focused, personal attention paid to the young children of poor families isn’t some warm, fuzzy notion, he argues. It’s a hard-nosed investment that pays off in lower social welfare costs, decreased crime rates, and increased tax revenue. And he has the numbers to prove it. He calls this the Heckman Equation, and shares it relentlessly in public lectures around the country and the world. “The argument is not just an appeal to the poor,” he says. “We’re saving money for everyone, including the taxpaying middle class and upper class. Right now they’re supporting prisons, health, special education in schools. The benefit is broadly shared. . . . It’s something that would actually accrue to the whole country.”

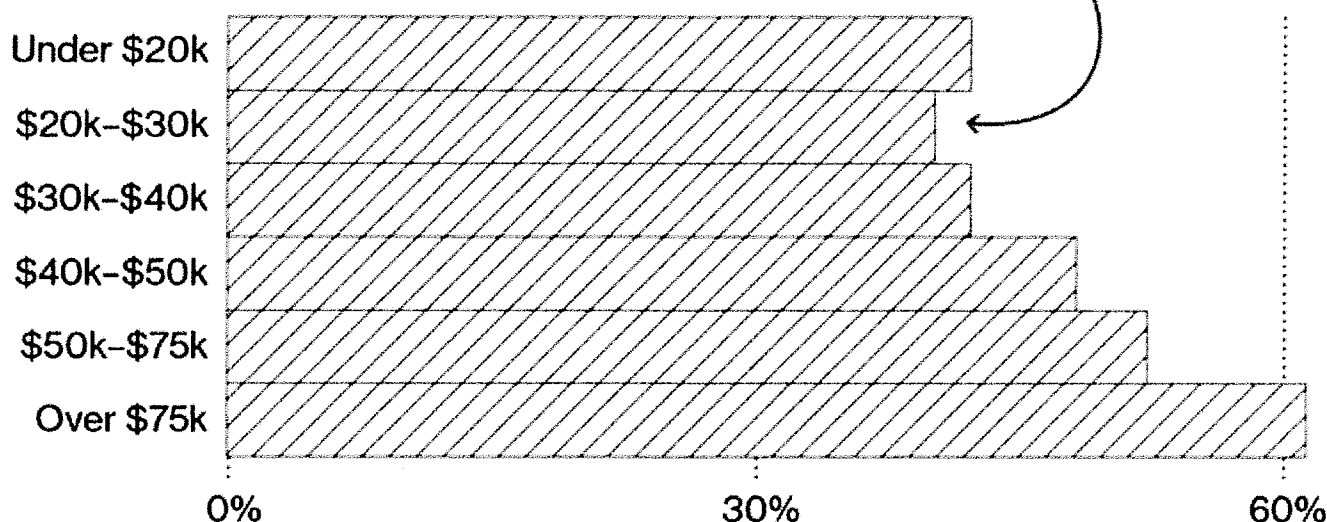
Saving money, or at least justifying spending it, is now a requirement in Congress and state capitols, and Heckman’s advocacy is winning the support of politicians in both parties. Last year the White House pointed to his work in its budget proposal for early education grants to states. On Dec. 13, congressional negotiators put \$250 million for new early education funding into its omnibus spending bill. And President Obama is expected to make the issue a priority in his upcoming State of the Union speech.

The states are way ahead of Obama. Fifteen governors, more Republicans than Democrats, included new money for early childhood education in their budgets in 2013. In all, states are now spending \$400 million more on pre-K than before the economic downturn. Secretary of Education Arne Duncan, who meets with Heckman often, says much of this activity can be credited to Heckman’s work. “You have this Nobel prize-winning economist and not some soft-hearted someone like me,” says Duncan. “It’s incredibly powerful.”

Preschool Participation

2012 enrollment of 3- and 4-year-olds in U.S. preschools, by parents' income

Parents with incomes too low to afford private preschool but not low enough to qualify for aid



GRAPHIC BY BLOOMBERG BUSINESSWEEK; DATA: U.S. CENSUS BUREAU

Heckman grounds his argument in two long-term studies, one begun in the 1960s in Ypsilanti, Mich., and another a decade later in Chapel Hill, N.C. Both provided free preschool to children from lower-income families. In the decades since, researchers have been given periodic access to those children, now adults. At age 40, the subjects from the Ypsilanti study were far more likely than their peers to have graduated from high school and have jobs. They were more likely to own homes and less likely to have needed social services. The boys were more likely to have grown up to raise their own children and less likely ever to have been arrested. Children from the program in Chapel Hill had higher test scores than their peers through adolescence and were more likely to have gone to college. Both studies are well-known to education researchers. Heckman put them under the gimlet eye of a microeconomist.

In 2010 he and several co-authors produced what he called the “first rigorous cost-benefit study” of the Ypsilanti program. The free instruction cost \$17,759 per child per year in 2006 dollars (the year they began working with the data). Heckman set out to find out what taxpayers got for that money. He calculated what the program had saved the state and federal government in social welfare, what it had paid out in increased tax revenue from higher wages, and, most significantly, what it had saved in police, court, and prison costs. The initial investment provided what Heckman calls a “return to society” at an annual rate of 7 percent to 10 percent. Put another way, each dollar spent at age 4 is worth between \$60 and \$300 by age 65. “For my Republican friends, that’s a language they respect,” says Duncan.

At this month’s conference of the American Economic Association, Heckman presented a new reason for government to provide this benefit. The data show that the earlier a child gets help, the better the results through each stage of education. Yet younger parents are on the whole more credit-constrained than older ones. So at the time they ought to be putting their kids into early education programs, they don’t have the money or credit to pay for it. Economists call this an imperfect credit market. “The accident of birth is a huge, huge imperfection,” says Heckman.

Early education has political appeal because it not only benefits society but it more than pays for itself. “It’s not just redistribution,” says Harvard University economist David Deming, who shares data with Heckman and agrees broadly with his findings. “If there are people who disagree with Jim Heckman,” he says, it’s

because they doubt that “one experiment with 100 kids in Ypsilanti gives you the information you need.” Heckman concedes the early studies are showing their age. But more recent research on programs from other states “has one major flaw—no long-term follow-up,” he says. “I’m not going to argue that those things might not work, but we can’t argue yet that they have.”

It’s also not clear whether spending on middle-class children yields the same return as it does for poor kids. “A lot of this eye-popping benefit comes from crime reduction,” says Deming, and children from better-off families are less likely to commit crimes with or without early education. Heckman agrees. For that reason he stops short of endorsing universal pre-K. As a matter of politics, though, any education program must include the middle class. “Reality is, if you target a program at the very poor, it’s hard to build political support,” says Duncan.

Heckman’s research doesn’t lead him to endorse any single early education proposal. “The idea of a uniform curriculum is insane,” he says. “There’s this notion of objective public policy. Everyone signs off, and governors give away fountain pens,” he says, but each state has different needs. Regardless of the curriculum a state adopts, the long-term savings his research promises come from providing intense, parenting-style attention to the children who can most benefit from it. “The most successful programs,” he says, “would mirror what’s going on in the most successful families.”

The bottom line: Heckman calculates that early education spending yields an annual lifetime “return to society” of up to 10 percent.



Greeley is a staff writer for *Bloomberg Businessweek* in New York.

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KAMEHAMEHA SCHOOLS®

The Senate
Twenty-Seventh Legislature 2014
State of Hawai'i

TO: Honorable Jill N. Tokuda, Chair
Honorable Michelle N. Kidani, Vice Chair
Members of the Committee on Education

DATE: Wednesday, January 29, 2014
TIME: 1:30 p.m.
PLACE: Conference Room 414
Hawai'i State Capitol

FROM: Kamehameha Schools

RE: SENATE BILL 2826, RELATING TO EARLY CHILDHOOD EDUCATION

Chair Tokuda, Vice Chair Kidani, and members of the Committee,

Thank you for this opportunity to testify on SB 2826, 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, 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 and support the efforts of the State of Hawai'i to appropriately address the needs of Hawaii's pre-kindergarten



KAMEHAMEHA SCHOOLS®

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.



January 28, 2014

TO: Chair Jill Tokuda
Vice-Chair Michelle Kidani
Members of the Senate Committee on Education

FROM: Deborah Zysman
Good Beginnings Alliance

RE: **Support for SB2826:** RELATING TO EARLY CHILDHOOD EDUCATION.

The Good Beginnings Alliance (GBA) **supports SB2826**, which would implement a statewide early childhood education program upon the ratification of the amendment to Article X, Section 1 of the Hawaii State Constitution. GBA has been a strong supporter of efforts to expand access to early learning opportunities to families and their keiki for the past decade; SB2826 will provide the foundation on which to build the early learning system Hawaii needs and deserves.

There is no debate that exposure to early learning opportunities, including preschool, can have long lasting positive influence on children. For example, neurological studies have shown that over 85% of a child's brain is developed by the age of five. However, data shows that almost 50% of Hawaii's four-year-olds receive little or no formal school readiness experience before entering kindergarten. Despite positive advances over the past two years, Hawaii still remains one of only 11 states without a statewide early childhood education program. Ultimately, this means that our Department of Education (DOE) system must devote time and resources to bringing these children up to speed with their counterparts who have had some form of early learning experience. By investing in educational opportunities for our four-year-olds, we help save our DOE system, and its teachers, time and money.

Passage of SB2826 would provide a blueprint to guide Hawaii in creating a statewide community early learning system that incorporates multiple delivery systems, including family-child interactive learning (FCIL) programs and center-based programs, and will utilize existing high-quality non-profit community preschools, as well as those that exist in some Department of Education schools. This proposal is the most cost effective, financially practical delivery system that our state can provide at this time.

This bill also ensures that Hawaii will be able to compete for federal funds specifically for early learning programs, including the \$250 million new state preschool competitive grant program included in the recent bipartisan appropriations bill passed by Congress and signed by President Obama.

Most importantly, this bill provides hope to the thousands of lower and middle-income families across Hawaii that desperately need a little help to afford to send their keiki to preschool. Our families pay some of the highest costs for early learning services in the country – in some cases over \$760 per

month. This bill helps demonstrate our state's commitment to finally making early learning a reality and affordable to more families.

GBA strongly supports the passage of SB2826 and the equitable access to a high-quality statewide community-based early learning system that Hawaii's keiki desperately deserve.

Sincerely,
Deborah Zysman
Executive Director
Good Beginnings Alliance

INPEACE- Institute for Native Pacific Education and Culture

TESTIMONY

SBs 2975, 2826, 2236, & 2768

RELATING TO EARLY CHILDHOOD EDUCATION, LEARNING and KINDERGARTEN

Testimony Presented Before Committee on Education

January 29, 2014, in Conference Room 414 @ 1:30 pm

by Dr. Kanoe Nāone, Chief Executive Officer, INPEACE

INPEACE, the Institute for Native Pacific Education and Culture, **supports SBs 2975, 2826, 2236, & 2768.**

We know that 85% of the brain is developed by the time children turn 5. As a former Department of Education elementary teacher and as a mother I have seen the benefits of early education and what happens when children don't have access to quality learning. The single largest impact on the well being of our K-12 system is access to early childhood education. By providing families, especially those in low-income areas, access to early learning we can dramatically and positively shift the well being of the children in those schools and areas. We believe an equitable early learning system is of critical importance to the success of our children and the economic future of our state. The elimination of Junior Kindergarten will affect more than 5,000 children in our communities, with the largest impact on those most at risk and who will not have access to preschool or early education before entering kindergarten.

As a Family Child Interaction Learning (FCIL) provider, INPEACE **strongly supports SB 2975** because we understand the value of this program in providing vital and culturally responsive services to some of the state's highest need populations. We are able to achieve success via FCILs by empowering families with the knowledge they need in order to support their children throughout school and life. Collectively, there are 6 organizations who are a part of 'Eleu (an early childhood consortium) and collectively we annually serve more than 25,000 children and their families statewide. Our FCILs are strategically placed in underserved areas where there are high concentrations of Native Hawaiians and minority populations. As a result, these families have access to FREE & high quality early childhood education, a critical need in at-risk areas. Support of FCILs through SB 2975 sends a clear message that the state is willing to diversify the early learning options based on family need and choice!

We **support SB 2826**, upon ratification, because it will move our state one step closer to building a viable early learning system. To establish this, we are committed to working with multiple organizations and agencies to offer a range of early learning programs that meet different needs and values to effectively serve the community more broadly and support the success of our most at-risk children. We support a system that provides families with culturally responsive, high-quality early learning opportunities that enables healthy, successful development, and the ability of each child to reach their full potential.

We **support SB 2236** to amend H.R.S. §302L to authorize agreements to use underutilized DOE and charter school facilities for preschool programs **with reservations**. We currently utilize classrooms in the DOE for 11 of our preschool sites already and have been doing so in some cases for the last 15 years, so we want to be sure that we are able to continue those partnerships if this bill passes. The lack of facilities and the high cost associated with them make it very difficult for preschool programs to thrive. This amendment has the ability to support preschools and systems alignment between the HIDOE and the early childhood system to ensure our children and their families have a smooth transition from their preschool programs into kindergarten.

We **support SB 2768** because this bill encourages collaboration & alignment between the early learning system and the HIDOE to establish a kindergarten readiness program.

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

**Testimony to the Senate Committee on Education
Wednesday, January 29, 2014 at 1:30 P.M.
Conference Room 414, State Capitol**

**RE: SENATE BILL 2826 RELATING TO EARLY CHILDHOOD
EDUCATION**

Chair Tokuda, Vice Chair Kidani, and Members of the Committee:

The Chamber of Commerce of Hawaii ("The Chamber") **supports** SB 2826 – 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.



Wednesday, January 29, 2014

Relating To Senate Bill 2826
Testifying in Support

Aloha Chair Tokuda, Vice-Chair Kidani, and Members of the Senate Committee on Education,

The Democratic Party of Hawaii **supports SB2826 Relating to Early Childhood Education**, which establishes the Early Childhood Education Program within the Early Learning System.

This bill will enable the Executive Office on Early Learning (EOEL) to contract with private community-based providers to offer quality educational programs for children, preparing them for when they begin kindergarten.

As the bill clearly states in Section 1, the intention is not to create a voucher system, which the Democratic Party of Hawaii does not support. Rather, it is important for EOEL to be able to partner with private providers in order to meet the needs of over 17,000 children as they prepare for kindergarten. Most of these kids will attend preschool at one of these private, community-based schools.

The Party believes providing preschool options for Hawaii's young children will benefit all of us and encourages the committee to vote favorably on this bill.

Mahalo for the opportunity to testify,
The Legislation Committee of the Democratic Party of Hawaii



**PACT PARENTS AND
CHILDREN TOGETHER**
A FAMILY SERVICE AGENCY

TO: Senator Jill N. Tokuda, Chair
Senator Michelle Kidani, Vice Chair
Senate Committee on Education

FROM: Ruthann Quitiquit
President & CEO

DATE: January 28, 2014

RE: In Support of SB2826, Relating to Early Childhood Education

My name is Ruthann Quitiquit and I am the President & CEO of Parents And Children Together (PACT). PACT is the largest provider of Early Head Start services and the second largest provider of Head Start services in the state. Head Start classrooms are located on Oahu in the Kalihi corridor and Hawaii Island serving a total of 567 children from age three to age five. Our Head Start classrooms are located in elementary schools and in other center based locations. Across the two islands we operate 30 Head Start classrooms with eight of them providing inclusion services in collaboration with the Department of Education. PACT has been a long standing member of the Hawaii Head Start Association and the Head Start State Collaboration Office. On January 16th PACT completed our three year federal Early Head Start and Head Start review with a team of 11 reviewers. The review team evaluates a grantee on 175 compliance requirements. Out of the 175, PACT was in full compliance with 175 – a score of 100%.

We are excited about the prospects of moving forward the agenda to further the provision of quality early childhood education for young children. PACT's early education philosophy is congruent with the proposed bill. We know that early childhood education experiences and the environments in which children develop in their earliest years will have a lasting impact on success in school and life. This philosophy was the cornerstone upon which Head Start was founded in the mid-1960s and it continues to be embedded in the standards and requirements of Head Start and the reauthorization of the Head Start Act of 2007. However, we have a number of questions about the bill that we feel are critical to the successful expansion of quality early childhood education in Hawaii.

On page 6, second paragraph the bill states "*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; programs on department of education school campuses; and family-child interaction learning programs.*" Head Start has not specifically been listed as one of the vehicles available. Does this mean that Head Start providers are **not** an option to deliver early childhood educational services?

On page 7 line 3 the bill states "*once the constitutional amendment passes*" – are there any contingency plans for the state's early childhood program if the amendment does not pass?

On page 7, line 11 the bill refers to the “*required use of standards*” – are these standards finalized and will they be implemented in the same way across all the different early childhood education options?

Through-out the bill specific program requirements are noted, to include “*quality standards that are linked to children’s educational outcomes; curriculum that is based on child development; home based services; inclusion interventions for special needs children; comprehensive services and family engagement*”. All of these components are provided within the array of services provided by all Head Start programs across the state. Head Start is poised to provide services and yet Head Start early educational services are not mentioned within the bill.

Thank you for this opportunity to provide testimony and ask for clarification on specific concerns within SB2826. If you would like to speak further with me about this important issue, please feel free to call me at 847-3285.



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

**TESTIMONY FOR SENATE BILL 2826, RELATING TO EARLY
CHILDHOOD EDUCATION**

**Senate Committee on Education
Hon. Jill N. Tokuda, Chair
Hon. Michelle N. Kidani, Vice Chair**

**Wednesday, January 29, 2014, 1:30 PM
State Capitol, Conference Room 414**

Honorable Chair Tokuda 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, 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. 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 classroom environments.”

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

Sincerely,
Kris Coffield
Legislative Director

Thank you for allowing Kama`aina Kids to submit testimony on this very important bill supporting early childhood education. We appreciate the opportunity. Kama`aina Kids is one of the largest not for profit providers of early childhood services in the state of Hawaii. The company operates 19 preschools, 4 First to Work sites 67 A+ locations and a variety of other community services. The company educates and cares for approximately 10,000 each day.

We applaud SB2826 and see this bill as a step forward in providing access to early childhood programs for children. There are a few questions or clarifications upon which we ask that you focus.

Page 7 line 3 states "once the constitutional amendment passes" what are the plans for the early childhood program if the constitutional amendment does not pass?

Page 7 line 11 refers to the "required use of standards," have these standards been written and will they be implemented across the board to all participants in the program?

Page 8 line 16 refers to housing the program in family homes which will only be required to be licensed if more than two or more children that are unrelated are in care. What is the system that will be set in place to monitor this to ensure that compliance is met? How will you know that there are less than two unrelated children?

We are committed to doing our part in educating our parents and community partners in the importance of the constitutional amendment. We are preparing letters, flyers and ads in support of, and to help families understand the importance of, the constitutional amendment.

Thank you for taking the time to hear our voice. We are committed to this industry, to our families and to our keiki.

Sincerely,

Ray Sanborn, President & CEO Kama`aina Kids
Buffy Owens, Vice President and Preschool Division Manager

Written Testimony Presented Before the
Senate Committee on Education
January 29, 2014, 1:30 p.m.
by

Donald B. Young
Personal Testimony

SB 2826 RELATING TO EARLY CHILDHOOD EDUCATION

Chair Tokuda, Vice Chair Kidani, and Members of the Committee on Education;

My name is Donald Young. I am the Dean of the College of Education at the University of Hawai‘i at Mānoa and co-chair your Teacher Education Coordinating Committee (TECC).

On behalf of the College of Education, I support SB 2826. We have long anticipated the State commitment to improving early learning opportunities for our children and have shifted internal resources to be ready to meet the increase in workforce demands. We have increased the number of our tenure track faculty with expertise in early childhood education, building capacity to better prepare teachers who are ready to provide age-appropriate early childhood education. We have created new programs to prepare early learning teachers and leaders.

In 2013, the Teacher Education Coordinating Committee prepared a position statement relevant to SB 2826. The TECC members, representing the following education organizations, unanimously support this position statement.

Hawai‘i State Department of Education
University of Hawai‘i at Mānoa College of Education
University of Hawai‘i West Oahu Division of Education
University of Hawai‘i Hilo Department of Education
University of Hawai‘i Hilo Kahuawaiola Indigenous Teacher Education
University of Hawai‘i Honolulu Community College Early Childhood Education
University of Hawai‘i Leeward Community College AAT Program
Brigham Young University School of Education
Chaminade University Education Division
Hawai‘i Pacific University School of Education
Hawai‘i Teacher Standards Board
Teach for America
University of Phoenix College of Education
Hawai‘i P-20 Partnerships for Education

The position statement follows.

Thank you for the opportunity to provide testimony.

**TEACHER EDUCATION COORDINATING COMMITTEE (TECC)
POSITION STATEMENT ON
COMMITTING TO EARLY CHILDHOOD EDUCATION**

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

The newly established Executive Office of Early Learning in the Governor’s Office is recommending a course for early learning that is revolutionary. The proposed Early Learning Program has a developmentally appropriate focus on the whole child, bringing education, social services, and health together to increase child success. Unlike older children or adults, young children need comprehensive, multi-dimensional services that exist on a continuum—from birth to at least 8 years of age—so that they can accomplish the tasks of development and learning important in the early years and are fully prepared for further learning in elementary, middle and high schools, postsecondary education and beyond.

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

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

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

About the TECC

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



HPCA

HAWAII PRIMARY CARE ASSOCIATION

Senate Committee on Education

The Hon. Jill N. Tokuda, Chair

The Hon. Michelle N. Kidani, Vice Chair

Testimony in Support of SB1826

Relating to Early Childhood Education

Submitted by Robert Hirokawa, Chief Executive Officer

January 29, 2014, 1:30pm, Room 414

The Hawaii Primary Care Association (HPCA), which represents the federally qualified community health centers in Hawaii, supports Senate Bill 1826, which establishes an Early Childhood Education Program within the Early Learning System.

The HPCA is a staunch believer in the social determinants of health, those economic and social conditions that influence an individual and a community's health status. These conditions serve as risk factors endemic to a person's living and working environment, rather than their behavioral or genetic histories. Factors such as income, education, access to recreation and healthy foods, housing, and employment, can and do have measurable impacts on a person and a community, both in health and financial outcomes.

Research has found that the earliest years of a child's development can have lasting impacts on their educational attainment. Children with the opportunity for high-quality early childhood education are more likely to succeed in kindergarten and beyond. This opportunity, and all the benefits it brings with it, both for the Hawaii's schoolchildren and society as a whole, is why the HPCA supports this measure.

Thank you for the opportunity to testify.

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www.childandfamilyservice.org



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Kauai United Way



Aloha United Way

January 28, 2014

To: Senator Jill N. Tokuda, Chair
Senator Michelle Kidani, Vice Chair
Members of the Senate Committee
on Education

From: Howard S. Garval, MSW, President & CEO
Child & Family Service

Hearing Date and Time: January 29, 2014, 1:30 p.m.
Place: Conference Room 414

RE: SB2826—Relating to Early Childhood Education

Good afternoon Chair Tokuda, Vice-Chair Kidani and members of the Committee. I am Howard Garval, President & CEO of Child & Family Service, Hawaii's oldest and most comprehensive human services organization founded in 1899. Our mission is: **strengthening families and fostering the healthy development of children.** Our organization touches the lives of over 40,000 of Hawaii's residents each year serving keiki to kupuna on every island.

Child & Family Service strongly supports SB2826 which establishes the Early Childhood Education Program. As a consistent advocate for the Hawaii Healthy Start program that starts at birth and works to prevent child abuse and also screens young children for developmental delays, we understand how important it is for children in the early childhood years to get the right nurturing and support from parents but also to get good health care and early education so these children can enter school ready to learn. For low income children this is especially critical if we are to either prevent poverty or move children out of poverty. Education is key. Child & Family Service is also the Head Start provider for the island of Kauai, so we also understand the importance of low-income children receiving a quality pre-school experience that is affordable.

We also recognize that all children, regardless of socio-economic status can be at risk of not entering school ready to learn without a quality pre-school experience. This can then lead to children who are not able to read by 3rd. Grade, an important indicator for future academic success. When kids fail academically, they are at risk of all of the myriad social problems that our community fac-

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

Senator Jill N. Tokuda, Chair, Senator Michelle Kidani, Vice Chair, Members of the Senate Committee
on Education
SB2826—Relating to Early Childhood Education
Page 2

es. We have got to intervene early to set children on a trajectory to health and academic and social success.

For all of the reasons above we strongly urge your support for SB2826.

Mahalo for the opportunity to provide testimony.

With Aloha,

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



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

Senate Committee on Education
Wednesday, January 29, 2014
Hawai'i State Capitol, Room 414

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

Aloha Chair Tokuda, Vice Chair Kidani, and members of the committee. Hawai'i Association for the Education of Young Children (HAEYC) supports SB 2826. 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.

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

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

January 29, 2014

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

This testimony is submitted in support for SB2826, 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 (*)



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

January 28, 2014

Senator Jill N. Tokuda, Chair
Senator Michelle N. Kidani, Vice-Chair
Chairs of the Education Committee – State Capitol

RE: SB2826 – RELATING TO EARLY CHILDHOOD EDUCATION.
Early Childhood Education Program

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

Dear Chair Tokuda and Vice-Chair Kidani and Members of the Committee,

The 17 Community Children's Councils (CCCs) **strongly supports** SB2826. We support this constitutional amendment. We see that supporting early childhood education is a long term benefit for the youth of Hawaii.

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

Thank you for the opportunity to testimony if there are any questions or you need further information please contact us at 586-5370

Sincerely yours

Tom Smith, Co-Chair

Jessica Wong-Sumida, Co-Chair

(Original signatures are on file with the CCCO)



Committee: Committee on Education
Hearing Date/Time: Wednesday, January 29, 2014, 1:30 pm
Place: Room 414
Re: Testimony of the ACLU of Hawaii with Comments on SB 2826 (Relating to Early Childhood Education)

Dear Chair Tokuda and Members of the Committee on Education:

The American Civil Liberties Union of Hawaii (“ACLU of Hawaii”) offers comments on SB 2826, 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 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 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 include 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
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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 18, after line 22) (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 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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Chair Tokuda and Members of the Committee on
Education
January 29, 2014
Page 3 of 3

- Insert new subsection (h) (page 20, line 8) (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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Testimony of Cindy McMillan
The Pacific Resource Partnership

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

SB 2826 – Relating to Early Childhood Education
SB 2236 - Relating to Early Learning
Wednesday, January 29, 2014
1:30 AM
Conference Room 414

Dear Chair Tokuda, Vice Chair Kidani 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, which establishes the Early Childhood Education Program within the Early Learning System established by section 302L-2, HRS, and SB2236, 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. This measure will ensure that Hawaii's preschool program will have the capacity, quality, and oversight to succeed.

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

To: Senator Jill Tokuda, Chair
Senate Education Committee

Re: SB 2826 Relating to Early Childhood Education

Wednesday, January 29, 2014
1:30 pm, Conference Rm. 414

As the newly appointed Early Learning Specialist for Windward District, I am pleased to write in support of SB 2826.

As a preschool teacher for the past twenty years in an inclusive setting, I have a keen understanding of the learning needs of both typically developing children and children with developmental delays. I am certain that the programs that this bill provides will be a watershed provision in the life of our state. Preschool sets a strong foundation for children's learning in later years. In my classroom, our focus was on language and social development.

Language is important for many reasons, but in early learning, language development is very closely tied to early literacy. Young children must have an understanding of concepts they will encounter, both in social and scientific spheres, so that as they learn to read and become further informed about these topics, they have background knowledge with which to connect their newer learning.

Providing young children with a sense of competence and confidence in solving social problems are dispositions that will serve them their entire life. They must develop a sense of empathy, understanding, and creativity to face social situations in order to preserve the dignity of their peers and themselves.

These key experiences fit perfectly into the world of the preschool classroom. I urge you and your colleagues to make this happen for the children of our island home. Imua kakou I ka nu`u!

Successful passage of this bill will be life changing for so many of our keiki. Thank you for the opportunity to testify.

Respectfully submitted,

Jonathan Gillentine, PhD, NBCT
Early Learning Specialist
Windward District

From: [Gayla Coloma/HAWAIIIDO/HIDOE@notes.k12.hi.us](mailto:Gayla_Coloma/HAWAIIIDO/HIDOE@notes.k12.hi.us)
To: [EDU Testimony](#)
Subject: SB 2826
Date: Tuesday, January 28, 2014 10:19:36 AM

Good Morning Senator Tokuda, Senator Kidani and Members of the Senate Education Committee, I am writing to provide testimony in support of SB 2826. As part of a P-3 demonstration project working with the Ka'u, Kea'au, Pahoa Complex Areas on Hawai'i Island, we are strongly aware of the critical need for Early Childhood Education programs in our remote communities of need and across the state. Due to a lack of community programs available to serve the children and families in our areas, it was clear that subsidies available to families across the state to access Early Childhood community programs for their young children would not provide accessibility to the families in our remote communities. In response to that need, KKPCA opened four Preschool programs on elementary school campuses in 2011, providing enriched experiences and learning opportunities for up to 80 additional children to attend programs that prepare them for entry into Kindergarten. Three of these classrooms are inclusion classrooms, allowing access to children with disabilities to be educated in their least restrictive environment with typically developing peers, as required by federal law. Historically, Hawai'i and many other states have struggled to meet compliance on this federal requirement simply because community preschool programs are not required to serve children with disabilities and are supported through private funding.

Through providing professional development support for the teachers in these preschool classrooms, our project has had many opportunities to observe them and appreciate the tremendous value of these programs. We know that the programs are setting the foundation for future school and career success for children who did not have access to early education opportunities in their communities.

Hawai'i needs more classrooms like these if we are to truly invest in a better future for our state. I humbly ask for your support on SB 2826.

Sincerely,
Gayla Coloma
KKP P-3 Demonstration Project Coordinator

January 26, 2014
Hearing on Wednesday, January 29, 2014 at 1:30 p.m.
Senate Education Ways and Means Committee
Conference Room 414
In support of SB 2826

To Whom It May Concern:

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

I am writing this testimony to ask for your support of SB 2826 relating to early childhood education, establishing the Early Child Education Program within the Early Learning System established by section 302L-2, Hawaii Revised Statutes because it will establish a statewide early childhood education program.

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

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

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

Because screening is a vital component to child development and school readiness, in addition to all of the items outlined in SB 2826, **we would like to request that the school readiness services made available to assist families include, but not be limited to, developmental, vision, and hearing screening.** When children are properly diagnosed through early screenings we increase their chances to succeed in kindergarten because their developmental needs have been identified early, giving their family and practitioners appropriate time to provide them with the tools they need to succeed in life long learning.

If we want to invest in Hawai'i's future, we need to invest in the future of our keiki. That investment needs to take place now with the school readiness program as detailed in SB 2826. The time to invest in our keiki is now. Hawaii cannot wait any longer. The Aloha State deserves better. Our keiki deserve better.

Mahalo nui loa for the opportunity to submit testimony in support of SB 2826.

Testimony in support of:

SB 2236 - Public Preschools in DOE and Charter Schools,

SB2826 - Establishing an Early Childhood Education Program and

SB2975 – Appropriations for the EOEL to contract third party providers of FCIL

Senate Committee on Education

January 29, 2014

1:30 pm, Conf Rm 414

Chair, Jill N. Tokuda, Vice Chair, Michelle N. Kidani and members of the Education Committee

I am in support of SB2236, SB 2826 and SB2975, as they increase the state's capacity to provide quality early learning services to Hawaii's young children.

I am a retired DOE administrator and special education teacher and understand the importance of early education services for young children. I do support a state funded Early Childhood Education program, *but only in addition to serving the existing 5100 late borns, not at the expense of eliminating Kindergarten services to these children.*

The research simply does not back up the assumptions made in 2004, that late born children make for "un-equitable" comparisons between Hawaii's students and other states on achievement tests in their later years. Studies show that developmental K programs such as Jr.K, or retaining K students for two years, or redshirting / delaying K entry, were not beneficial.

Though I support enlisting the private sector to increase the state's provider capacity, I am concerned that they be held to the same state and federal civil rights laws, that are currently applicable to public schools. I would not support private sector programs that could not accommodate disabled children, children of different religious faiths and gender identities, or who overtly or covertly promote a particular religious orientation.

Maintaining the public kindergarten entry age at December 31, will ensure that all children receive fair and appropriate programming, that safeguards their civil rights.

With that said, I do recognize the critical need for pre-kindergarten aged children to have access to high quality early learning experiences. The state clearly does not yet have the capacity to serve *all* of these children, and it is therefore imperative that we harness all public and private resources to provide high quality preschool services.

I would recommend that until the public and private early learning system has the capacity to serve *all* pre-kindergarten aged children, with out discrimination or displacing the younger three or two year old cohorts, that the state maintain the current K entry age of December 31 and gradually move up the entry age, as it simultaneously builds the capacity of a fair and equitably mixed, public and private early learning system.

Thank you for the opportunity to provide testimony on these bills.

John Flynn,
Retired, DOE Principal, District Special Education Educational Officer

Testimony in support of:

SB2236 - Public Preschools in DOE and Charter Schools,

SB2826 - Establishing an Early Childhood Education Program and

SB2975 – Appropriations for the EOEL to contract third party providers of FCIL

Senate Committee on Education

January 29, 2014

1:30 pm, Conf Rm 414

Chair, Jill N. Tokuda, Vice Chair, Michelle N. Kidani and members of the Education Committee

I am in support of SB2236, SB 2826 and SB2975, as they increase the state's capacity to provide quality early learning services to Hawaii's young children.

I am the Project Director of an early childhood education project in Wai`anae serving many high-risk children and families, many of whom will have no feasible alternative, once the children are no longer eligible for Kindergarten.

Let me therefore state that I am *not* in agreement with the legislature's 2004 decision (ACT 219) to raise the age of entry into Kindergarten, which has been the stimulus behind consequent efforts to provide both Jr.K and now Pre-K to serve the so called "late born" children.

I do support a state funded Early Childhood Education program, *but only in addition to serving the existing 5100 late borns, not at the expense of eliminating Kindergarten services to these children.* The research simply does not back up the assumptions made in 2004, that late born children make for "un-equitable" comparisons between Hawaii's students and other states on achievement tests in their later years. Studies show that developmental K programs such as Jr.K, or retaining K students for two years, or redshirting / delaying K entry, were not beneficial.

With that said, I do recognize the critical need for these children to have access to high quality early learning experiences. The state clearly does not yet have the capacity to serve *all* of these children, and it is therefore imperative that we harness all public and private resources including charter schools, to provide high quality preschool services. It is also imperative that the EOEL assure that any contracted private provider safeguard both State and Federal laws that assure equal access to programs and protect against any violations of federal and state civil rights laws.

I would recommend that until the public and private early learning system has the capacity to serve *all* 4 year old children, without displacing the younger three or two year old cohorts currently served in the private system, that the state maintain the current K entry age of

December 31 and gradually move up the entry age, as it simultaneously builds the capacity of public and private mixed delivery early learning system.

Thank you for the opportunity to provide testimony on these bills.

Gale Flynn,
Ho`okahua Early Childhood Education Project Director

January 26, 2014
Hearing on Wednesday, January 29, 2014 at 1:30 p.m.
Senate Education Ways and Means Committee
Conference Room 414
In support of SB 2826

To Whom It May Concern:

My name is Celia Chang Takahashi and I am an Early Childhood Professional and the mother of two young children.

I am writing this testimony to ask for your support of SB 2826 relating to early childhood education, establishing the Early Child Education Program within the Early Learning System established by section 302L-2, Hawaii Revised Statutes because it will establish a statewide early childhood education program.

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

- How quality early learning experiences provide children with the social, emotional, physical and academic skills they need for kindergarten, as well as life long learning.
- A high financial return on early learning investment. According to the Good Beginnings Alliance, for every \$1 invested in quality early learning programs, Hawaii receives an approximate \$4 investment. This return on investment includes, but is not limited to, higher retention rates; lower teen pregnancy/parent rates; higher college entrance numbers; and less money spent on incarceration. In today's economy no bank, savings and loan or high interest bearing CD will provide that kind of return on investment. Investing in young children up front is a sound investment in Hawaii's future.
- Family involvement is at its highest when children are young, that is, during the formative "preschool" years. Research documents that there is a direct

correlation between family involvement and educational success. By making quality early learning experiences more readily available and affordable, we increase familial involvement and increase the educational success of the children in these families.

I was very fortunate to have the opportunity to send both of my daughters to a NAEYC Accredited preschool when they were three & four years old. My daughters are now in Kindergarten & 4th Grade and I can see the social, emotional, educational benefits of the quality early learning they received prior to their start in elementary school.

If we want Hawaii to be the Aloha State, we need to show Aloha to our youngest residents by investing in their education upfront. Creating an early learning program that is voluntary that offers families a variety of choices is a wise decision. It is the right decision. When we invest in the creation of an early learning program, we invest in Hawai'i's future.

The time to invest in our keiki is now. Hawaii cannot wait any longer. The Aloha State deserves better. *Our keiki deserve better.*

Mahalo nui loa for the opportunity to submit testimony in support of SB 2826.

From: [Alfred Castle](#)
To: [EDU Testimony](#)
Subject: Testimony in Favor
Date: Monday, January 27, 2014 6:25:21 AM

I am fully supportive of all of bill 2826. Hawaii needs to catch up with the rest of the USA in providing substantial support for early education. Governor Abercrombie is correct that it will take all public and private providers to meet the demand of Hawaii's families for high quality early education. Frankly, it is embarrassing that Hawaii failed to create such a system back in the 1990's.

Alfred L. Castle
Executive Director and Treasurer
Samuel N. and Mary Castle Foundation
733 Bishop Street, Suite 1275
Honolulu, Hawaii 96813

Phone (808) 522-1101
Fax (808) 522-1103

From: [Elisa Leialoha](#)
To: [EDU Testimony](#)
Subject: Testimony in support of SB2826 and SB2236
Date: Monday, January 27, 2014 12:43:47 PM

Elisa Leialoha from Kahului, HI writes:

Aloha Tokuda and Kidani, I am writing in support of SB2826, which establishes the Early Childhood Education Program, within the Early Learning System, established by section 302L-2, HRS; and SB2236,

I like how this 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. I think that this is such a great idea. We really need more spaces to create programs.

Last year, you 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 (Which we now implement in our Early Head Start Program) 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 contracts w/ our local non-profit preschools and our public school system. Now, we need your help once again and pass SB2826. This measure will ensure that Hawaii's preschool program will have the capacity, quality, and oversight to succeed. We really need to do something about this on Maui. Please support SB2826 and SB2236, and thank-you for allowing me to submit this testimony in support of Hawaii's future. Mahalo! Elisa Leialoha

Form Data:

Email 1 (Primary): islandkeiki@hotmail.com

First Name: Elisa

Last Name: Leialoha

City: Kahului

State: HI

ZIP Code: 96732

From: [Gwen Woltz](#)
To: [EDU Testimony](#)
Subject: Testimony in support of SB2826 and SB2236
Date: Monday, January 27, 2014 4:15:20 PM

Gwen Woltz from Kaaawa, HI writes:

Dear Chair Tokuda and Vice-Chair Kidani,

I am writing in support of SB2826, which establishes the Early Childhood Education Program within the Early Learning System established by section 302L-2, HRS; and SB2236, 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.

The announcement made by the Governor to open over 30 pre-k classes in the most underserved communities is a great start, and I hope the funding will be approved. I feel it is also your duty to ensure that ALL children, not just those in the lower income bracket are served with public preschool. It is the middle class that often struggles the most. If their families are left behind in this initiative, it is my belief that many of us will fall into the lower income bracket.

First and foremost, private preschool is NOT affordable for the middle class. With the elimination of junior k, options for low cost or free preschool are currently slim to none in Hawaii.

Second, state funded preschool for ALL children will ensure that the middle class can continue to work, contribute to the economy, and raise their families. With no childcare or preschool option, that leaves one parent or both with very limited work schedules. Full time school opens up work schedules and presents far more opportunities for full-time work.

I would also like to voice my opinion in support of SB2189, that has not yet been scheduled for a hearing. My daughter is one of the gap year children affected by the recent entry requirement change, and I feel that these children deserve special exceptions, when appropriate. This bill would accommodate the thousands of families who may not see pre-k as the best option for their child.

In my case, it may be the best option to put my daughter into Kindergarden as we originally had planned when we put her into pre-school two years ago. Another year of pre-school seems too repetitive and we do not want her to get bored, and Kindergarden will allow me to have a full time work schedule.

Please support SB2826, SB2236, and schedule a hearing for SB2189, and thank-you for allowing me to submit this testimony in support of Hawaii's future.

Mahalo!

Gwen Woltz

Form Data:

Email 1 (Primary): gwendolyn.j.woltz@gmail.com

First Name: Gwen

Last Name: Woltz

City: Kaaawa

State: HI

ZIP Code: 96730

January 28, 2014

Dear Chair Tokuda and Vice-Chair Kidani,

I am writing to express my support of the following bills:

SB2826

SB2236

SB2975

SB2768

I believe these bills will promote the welfare of the children and families of Hawaii. I am concerned that our youngest, most impressionable members of our society receive every measure we can provide to equip them for a bright and successful future. Thank you for your tireless support of our people and for working for the best interests of Hawaii. Please vote in support of these important measures.

Mahalo,

Terry Nakamura

Testimony in support of:

SB 2236 - Public Preschools in DOE and Charter Schools,

SB2826 - Establishing an Early Childhood Education Program and

SB2975 – Appropriations for the EOEL to contract third party providers of FCIL

Senate Committee on Education

January 29, 2014

1:30 pm, Conf Rm 414

Chair, Jill N. Tokuda, Vice Chair, Michelle N. Kidani and members of the Education Committee

I am in support of SB2236, SB 2826 and SB2975, as they increase the state's capacity to provide quality early learning services to Hawaii's young children.

I am a parent of four children, and former teacher with a preschool and Family Child Interaction Program. I understand the importance of early education services for young children do support a state funded Early Childhood Education program.

I do not believe that raising the Kindergarten age is needed to begin a new publically funded preschool. There has been too much emphasis on raising test scores, and delaying the age of kindergarten entry is a misguided effort that assumes that if our children are the same age as those in other states, test score comparisons will be more equitable. Frankly, I do not think that sacrificing the education of 5100 so called late born children, is worth making more "equitable" test score comparisons.

Maintaining the public kindergarten entry age at December 31, and making available state funded pre-kindergarten to three and four year old children, will ensure that all of Hawaii's young children have the right foundation for their learning and development that they deserve.

Thank you for the opportunity to provide testimony on these bills.

Tara Awai,

Mother and former Early Childhood Education Teacher

Jan. 28, 2014

To: Senator Jill Tokuda, Senate Education Chair; Senator Michelle Kidani, Senate Education Vice Chair; and committee members

I am in strong support of proposed legislation (SB 2826, SB 2236, SB 2975 and SB 2768) RELATED TO EARLY CHILDHOOD EDUCATION AND KINDERGARTEN.

High-quality early education or developmentally (culturally and linguistically) appropriate programs, prior to entering kindergarten, positively affect the physical, cognitive, linguistic, social, and emotional outcomes of young children. Provided with such opportunities, children are more likely to succeed in kindergarten and beyond, and more likely to grow into healthy, capable, and contributing adults. Studies have proven that high-quality programs are especially effective for at-risk children, including low-income and otherwise disadvantaged children, with the great potential to alter their lifetime trajectories.

In Hawaii only 40% of our 4 year olds receive early childhood education services to prepare them for kindergarten and not all are high quality. Children with a lack of readiness for school creates an achievement gap that often follows children to later grades in school. In addition, 1 in 6 children in Hawaii live in poverty, and most do not have equal access to high quality early childhood education. This not only affects individual children, families, communities but also affects the rest of society.

Societies that invest in quality early learning boast higher levels of educational attainment; reduced homelessness, crime, and substance abuse; improved health; and better overall social and economic well-being. In Hawaii every \$1 invested in early learning generates \$4.20 in future savings and increased earnings. Many in Hawaii's education field, including DOE educators, agree that if we're going to put our money anywhere in education, it should be in early learning.

Recognizing the significant benefits of high-quality early learning programs, federal, state, as well as local governments have substantially increased their investments in preschool programs in the past decade. Unfortunately, Hawaii is one of the last 10 states without a State-funded early learning program and if this bill is passed, we will finally join the rest of the states with our own State-funded early learning program.

I am in strong support of **SB 2826 RELATING TO EARLY CHILDHOOD EDUCATION**, which will enable Hawaii to implement a statewide early childhood education program, upon ratification of amendment to article X, section 1 of the Hawaii State Constitution. This early childhood education program with providers of high quality early learning education will be established within the Early Learning System, established by section 302L-2, Hawaii Revised Statutes.

SB 2826, outlines Hawaii's over 25 year that our state has been slowly building support for an early learning system. With increased attention nationwide on the positive results from high quality prekindergarten programs, more opportunities for federal funding and increased rigor

in early learning and K-12 educational standards, Hawaii cannot afford to take any more time. We need to act as soon as the constitutional amendment is ratified. Once ratified, public dollars could go to qualified private early childhood providers as well as the DOE to build a mixed service delivery system of high quality early childhood education.

With the passage of SB 2826, the State will:

- Build capacity for 4 year olds.
- Build on the existing and private investments.
- Establish developmentally appropriate quality standards linked to children's educational outcomes.
- Utilize a mixed service delivery system (e.g. center-based, group child care homes, family child care programs, family child interaction learning programs, faith-based, DOE) and contract with eligible providers.
- Contract with eligible providers who meet structural quality (physical environment, child-adult ratios, group size, caregiver qualifications, compensation), have a quality curriculum and provide intentional teaching. In addition, there will be particular focus on positive teacher-child interactions, individual child formative assessment, and family engagement.
- Recognize that eligible providers administer early education programs conducted in Hawaiian and English languages.
- Have eligible programs that address multiple domains of children's learning and development (physical, social, emotional, linguistic, cognitive, approaches to learning).
- Offer voluntary early learning programs to 3 and 4 year olds, with priority to children in year before kindergarten, and underserved or at-risk children.
- Enable EOEL to provide support to eligible providers about how to implement quality standards (positive teacher-child interactions, individual child formative assessment, family engagement, and curriculum aligned with Hawaii Early Learning and Development Standards (HELDS) and Common Core State Standards (CCSS).

In addition, I am in strong support of **SB 2236 RELATED TO EARLY LEARNING**, which authorizes EOEL to enter into agreements with the DOE and charter schools for use of vacant or underutilized classrooms as public preschool classrooms. These classrooms will give priority to DOE and charter schools serving at-risk children and these classroom are in addition to current pre-plus programs. It is sound fiscal policy to use existing classrooms before constructing new ones.

Another bill that I am in strong support of is **SB 2975 RELATING TO EARLY LEARNIG**, which will make an appropriation for the EOEL to enter into contracts with third party providers for family child interaction learning programs (FCILs). High quality FCILs are a vital and important part of the mixed delivery early learning system in Hawaii, often serving Native Hawaiian rural and urban communities for many years.

Finally, I am in strong support of **SB 2768 RELATING TO KINDERGARTEN**, which will make DOE kindergarten mandatory for a child who will be at least five years of age on July 31 of the school year. This legislation will also require the DOE, in collaboration with the EOEL, to develop a statewide kindergarten readiness program and establish an individualized kindergarten readiness assessment system.

Studies have shown that high quality full day kindergarten is very beneficial for young children's short term and long term success in school and life. Yet, this critical grade is often overlooked in the K-12 system. And with attention to a voluntary prekindergarten program it makes sense to make DOE kindergarten mandatory. Full day DOE kindergarten mandatory will confirm Hawaii's commitment to our future kindergarteners and their families. High quality kindergarten, should not be a push down of first grade curriculum but it needs to be an enriching developmentally (culturally and linguistic) appropriate kindergarten where each and every child can reach challenging yet achievable goals.

In addition, I support the passage of SB 2768 to develop a statewide kindergarten readiness program, with an individualized kindergarten readiness assessment system. I believe this kindergarten readiness program, along with the state prekindergarten program needs to be part of the birth through 3rd grade (or P-3) continuum. The individualized kindergarten readiness assessment system should be an entry assessment that is developmentally appropriate and assess multiple domains of learning (e.g. physical, social-emotional, cognitive, linguistic, approaches to learning) and a formative assessment that is used by teachers to link with curriculum and improve instruction and educational outcomes.

With SB 2768, I support the appropriation to the DOE for \$450,000 for 2014-15. This funding will help DOE with administration, technology, and support for establishing the individualized kindergarten readiness assessment system and provide for 4 full time equivalent (FTE) positions for professional development and training of kindergarten teachers.

Thank you for your compassion, commitment and leadership establishing high quality early education and kindergarten for Hawaii' keiki, their families and our entire society.

Sincerely,

Terry Lock
Junior Specialist
University of Hawaii at Manoa, College of Education
Institute for Teacher Education
Everly Hall, Room 224
locktf@hawaii.edu

February 28, 2014

To: Senator Jill Tokuda, Chair
Senator Michelle N. Kidani, Vice Chair
Senate Committee on Education

From: Robyn S. B. Chun
rsbchun@gmail.com

Education Committee Hearing
February 28, 2014
S. B. 2826 RELATING TO EARLY CHILDHOOD EDUCATION

Honorable Chairs & Committee Members:

Thank you for your policy leadership when it comes to addressing the needs of Hawai'i's youngest keiki as well as your tireless work in the community supporting many of the early childhood organizations and practitioners across a diverse spectrum that are care passionately about young children (birth through 8 years) and their families.

I am testifying in support of S.B. 2826, S.B. 2236, and S.B. 2768, which 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 and supporting bills build on previous legislation and incorporates the contributions from multiple stakeholders. It allows the state to begin work on a mixed-delivery system for children birth through 8-years-old that builds on the strengths and collective public and private sector resources in our communities 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.

The Executive Office on Early Learning has demonstrated it is a partner that works hand-in-hand with families, advocacy agencies and diverse organizations within our early childhood professional Ohana. Their work builds upon years of effort on behalf of many groups and will assure that we move forward building on 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 to 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. In my experience, practitioners across the PK-K spectrum are actively seeking guidance on how to address development and content standards appropriately.

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 services that can lead to lifelong positive outcomes, I hope that adequate funding will be designated to support 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. I am also hopeful that this support will create opportunities for professional development that crosses over the boundaries of institutions and that fosters opportunities for collaboration and community across settings. It seems it would be necessary for practitioners across the spectrum of settings to have shared experiences and understanding we are to build an early learning system together.

Preparing our children for the future means, in part, investing in their well-being from the start. These bills collectively are 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.B. 2236, S.B. 2975, and S.B. 2768.

Sincerely yours,

Robyn S. B. Chun
Early Childhood Teacher Educator

Testimony To
The Senate Committee on Education

Wednesday, January 29, 2014

1:30 pm

Conference Room

Re: SB 2826 – Relating to Early Childhood Education Program

Dear Chair Tokuda, Vice-chair Kodani and Members of the Committee:

My name is Robert G. Peters and I am a recently retired Head of an independent school in Honolulu which has a pre-K program. Thank you for this opportunity to testify in support of SB 2826, A Bill for an Act Relating to Early Childhood Education which establishes the Early Childhood Education Program within the Early Learning System established by section 302L-2.

The purpose of this bill is to implement a statewide early childhood education program of high-quality providers following the ratification of the amendment to article X of the Hawaii State Constitution. Both my own experience as a Head of School and the abundance of research on school success confirm the value of high quality early childhood education for all children. Benefits are noted in school readiness, general school success and long-term quality of life and contributions as community members. In addition, dollars invested in early education pay dividends for communities as a whole by reducing costs for remediation in schools, reduction in crime and welfare expenses along with reduced homelessness and substance abuse. A study in Hawaii completed in 2008 by Good Beginnings Alliance determined that for every dollar invested in early learning a four dollar plus return could be expected.

While we recognize that early learning for our at-risk children can help to lower the achievement gap by improving school readiness, we also know that all children regardless of family income can benefit from early childhood education. There is growing concern that our lower middle income families will not be able to provide an early learning experience for their children unless a statewide system is implemented. Such a system will be voluntary and also culturally sensitive offering choices to families for placement of their children.

The passage of the constitutional amendment will enable the State to establish a statewide system that will create a public/private partnership supporting greater capacity for four year-olds utilizing the private sector infrastructure and provide for higher quality for all providers built upon standards aligned with educational outcomes. This bill will guide the implementation of Hawaii's much needed early learning system.

I hope you will consider it favorably.

Senate Committee on Education

1-29-14

SB 2826

CR 414

Senator Tokuda and members of the Senate Education Committee:

I am Marcia Linville speaking in support of SB 2826. I have been a Childrens Librarian for over 40 years, serving in federal, state, city and special libraries. I have served as President of the Librarians Association of Hawaii, Children Section Head of the Hawaii Librarians Association, as HGEA Unit 13 DOE Agency Council Head, as legislative liaison for the Democratic Party, for HLA and LAH and have a Phi Theta Kappa and Deans List in Early Childhood Education from HCC. I have been testifying on this matter since sometime in the 1970's. It is a lot easier now. I am deeply appreciative of the amount of research which has gone into this bill and awed at the amount of progress which has been made in this area. You would not believe how difficult it was even to have a preschool story hour in 1969, and attempts to address early education were referred to as "baby sitting" bills.

Today, my "Little keiki" class are mothers and fathers and grandmothers and grandfathers and they still introduce me to their children and grandchildren and tell me they remember those story hours. They were 2 and 3 years old, some younger, and they still remember. Most of them are college graduates (and library users). So yes, Early Education does make a difference. And yes, it can come from a variety of sources, which is why I am testifying on this bill.

One of the most effective resources in the '80s was Kamehameha Schools Traveling Preschools. They met in parks and other protected places and brought books, toys and educational materials, early learning activities, nutrition and health care information to the stay at home pre-school child and care givers once a week for no charge. The program was discontinued during the late Kam School difficulties. But it should be noted both for it's ability to work with both child and caregiver in a personal, meaningful, Inter-active way, and for it's ability to reach a group which has no other means of accessing such information. I was a member of an Educational Delegation to China, and their Minister of Education had attended the World Conference on Early Childhood Education which had been held in Honolulu the previous year, had heard the presentation, and was so impressed with the concept that she was now implementing it in the agricultural regions of China. If something of this nature could be included in this bill, I would be deeply grateful.

Thank you for your attention to this matter.



Marcia Linville

536-4466

SB2826

Submitted on: 1/27/2014

Testimony for EDU on Jan 29, 2014 13:30PM in Conference Room 414

Submitted By	Organization	Testifier Position	Present at Hearing
Jarrett Keohokalole	Individual	Support	No

Comments: Dear Chair Tokuda and Vice-Chair Kidani, I support SB2826, which helps expand access to preschool to the children of Hawaii. As the data conclusively shows, this is one of the most effective methods available for improving our education system. Mahalo!

Submitted By	Organization	Testifier Position	Present at Hearing
debby	hcaphead start	Comments Only	No

Comments: Waianae students really need this extended hours not to mention that parents who are unemployed will be able to seek employment as well.

Submitted By	Organization	Testifier Position	Present at Hearing
Jan E. Hanohano Dill	Individual	Support	No

Submitted By	Organization	Testifier Position	Present at Hearing
B. Richards	Partners In Development Foundation	Support	No

Dear Chair Tokuda and Vice-Chair Kidani,

I am writing in support of SB2826, which establishes the Early Childhood Education Program within the Early Learning System established by section 302L-2, HRS; and SB2236, 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, you 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 contracts w/ our local non-profit preschools and our public school system. Now, we need your help once again and pass SB2826. This measure will ensure that Hawaii's preschool program will have the capacity, quality, and oversight to succeed. Please support SB2826 and SB2236, and thank-you for allowing me to submit this testimony in support of Hawaii's future.

Mahalo!

1. Jamie Yamagata from Kaneohe, HI
2. Kiana Shiroma from Kaneohe, HI
3. Mary Dizon from Honolulu, HI
4. Jamie Goya from Honolulu, HI
5. Robin Dickson from Wailuku, HI
6. Catherine Medeiros from Wailuku, HI
7. Karyn Clay from Kamuela, HI
8. Jackie Dudock from Honolulu, HI
9. Jin Chang from Pearl City, HI
10. Ave Diaz from Wailuku, HI
11. Millicent Villalon from Honolulu, HI
12. Cindy Jakubczak from Wailuku, HI
13. Gerald Altwies from Honolulu, HI
14. Theresa Rockafellow from Wailuku, HI
15. Shirena Leong from Kaneohe, HI
16. Christy Ryan from Wahiawa, HI
17. Hyung Cha from Honolulu, HI
18. Kenneth Nakamura from Honolulu, HI
19. Elizabeth O'Connor from Honolulu, HI
20. Kaleimomi Cezar from Honolulu, HI
21. Lois Magnussen from Honolulu, HI
22. Angela Sallerson from Wailuku, HI
23. Hermina Booyesen from Wailuku, HI
24. Michele 8087770057 from Honolulu, HI
25. Kate Rose from Honolulu, HI
26. Renee Espiau from Honolulu, HI
27. Naoi Leialoha from Kahului, HI
28. Arlene Tendo from Wailuku, HI

29. Rebecca (Becky) Kotake from Honolulu, HI
30. Cheri Richards from Waimanalo, HI
31. Melanie Padgett from Pukalani, HI
32. ayesha genz from hilo, HI
33. Jeffrey Tripp from Honolulu, HI
34. Samantha Ueno from Honolulu, HI
35. Gale McNish from Makawao, HI
36. Ravandolyn Galvin from Honolulu, HI
37. Brent Tamamoto from Aiea, HI
38. Jennifer Bryant from Honolulu, HI
39. Shilpa Patel from Honolulu, HI
40. Diane Arconado from Wailuku, HI
41. Aaron Landry from Honolulu, HI
42. Lani Szelag from Lanai City, HI
43. Kay Lipps from Honolulu, HI
44. Anstern Gouveia from Haiku, HI
45. Lisa Matsukata from Honolulu, HI
46. Javelle Kaneakua from Waimanalo, HI
47. Susan Collins from Kailua Kona, HI
48. Derek Ching from Honolulu, HI
49. Lani Robinson from Waialua, HI
50. Dena Akiu from Honolulu, HI
51. Audrey Kido from Kailua, HI
52. Kimberly Hokama from Kapolei, HI
53. Reina Kurisu from Kapaa, HI
54. Flo Nishimoto from Honolulu, HI
55. ALAN MCCRAY from HALEIWA, HI
56. Jane Yamashiro from Honolulu, HI
57. Cyntia Pennington from Wailuku, HI
58. Tracy Ruggiero from Kihei, HI
59. DANIEL MURAI from Honolulu, HI
60. Vince Yamashiroya from Honolulu, HI
61. Billy Henson from Honolulu, HI
62. Osiris Johnson from Honolulu, HI
63. Jane Best from Honolulu, HI
64. Justin Pequeno from Honolulu, HI
65. Sharon Tsai from Honolulu, HI
66. Roma Johnson from Kailua-Kona,
- 67.