

SB844

Measure Title: RELATING TO PUBLIC EARLY CHILDHOOD EDUCATION.

Report Title: Executive Office on Early Learning Prekindergarten Program

Description: Establishes the Executive Office on Early Learning Prekindergarten Program to be administered by the Executive Office on Early Learning and provided through Department of Education public schools and public charter schools.

Companion: [HB820](#)

Package: None

Current Referral: EDU, WAM

Introducer(s): KIDANI

<u>Sort by Date</u>		Status Text
1/23/2015	S	Introduced.
1/26/2015	S	Passed First Reading.
1/28/2015	S	Referred to EDU, WAM.
2/10/2015	S	The committee(s) on EDU has scheduled a public hearing on 02-13-15 1:30PM in conference room 229.

S = Senate | **H** = House | **D** = Data Systems | **\$** = Appropriation measure | **ConAm** = Constitutional Amendment



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

Date: 02/13/2015
Time: 01:30 PM
Location: 229
Committee: Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 0844 RELATING TO PUBLIC EARLY CHILDHOOD EDUCATION.

Purpose of Bill: Establishes the Executive Office on Early Learning Prekindergarten Program to be administered by the Executive Office on Early Learning and provided through Department of Education public schools and public charter schools.

Department's Position:

The Department of Education recognizes the importance of early childhood education, as well as its impact upon our children's future outcomes and the state's economic growth. We offer the following comments and amendment suggestion.

Our mission is to ensure Hawaii's public school students receive a quality education. As such, the Department is tasked with providing education for students in grades K-12 and its expertise and priorities lies therein. Furthermore, our current infrastructure with regards to early childhood recruitment, certification, capacity-building and resources to lead and support early learning is limited and underdeveloped.

The Department suggest that the Executive Office on Early Learning (EOEL) maintain the early childhood expertise, including but not limited to comprehensive early childhood development and learning. Therefore, any early childhood programs should be under the management and operational oversight of the EOEL.

We respectfully request that the language in this measure (p.19, line 1, Section 2 (1)) be revised to read, as follows: "Be provided through department of education public schools and public charter schools the Executive Office on Early Learning (EOEL) who may partner with the department of education,...."

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

DAVID IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)

<http://CharterCommission.Hawaii.Gov>
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: 586-3775 Fax: 586-3776

FOR: SB 844 Relating to Public Early Childhood Education
DATE: Friday, February 13, 2015
TIME: 1:30 p.m.
COMMITTEE(S): Senate Committee on Education
ROOM: Conference Room 229
FROM: Tom Hutton, Executive Director
State Public Charter School Commission

Chair Kidani, Vice Chair Harimoto, and members of the Committee:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony in support of the intent of Senate Bill 844, “Relating to Public Early Childhood Education,” which would establish an early learning prekindergarten program to be provided through the Department of Education schools and charter schools.

The Commission recently was awarded a \$14.8 million federal grant from the Preschool Development Grants Program to support the creation of high-quality pre-kindergarten classrooms at 18 charter schools across the state over the next four years. This grant focuses on providing pre-kindergarten to underserved communities with large high-needs populations. Over the years of implementing the grant, the Commission plans to work with the schools, private funders, the Legislature, and other stakeholders on program sustainability beyond the life of the grant. HB 820 offers one potential path to program sustainability.

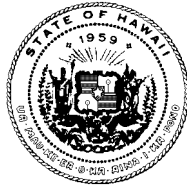
The Commission supports the intent of this measure but would like to offer a comment to provide greater clarity on its applicability to public charter schools. As drafted, subsection 302L- (h) (page 21, lines 10-17) currently indicates that the public charter schools themselves shall give priority to schools that serve high populations of underserved or at-risk children. We request that be amended to read as follows:

“The department of education and any public charter school existing pursuant to chapter 302D, may use available classrooms for public preschool programs statewide.

The department of education shall give priority to schools that serve high populations of underserved or at-risk children. The office shall give priority to public charter schools that serve high populations of underserved or at-risk children. Preschool classrooms established pursuant to this section shall be in addition to any classrooms used for the pre-plus program established pursuant to section 302L-1.7."

This will appropriately allow the Executive Office on Early Learning Prekindergarten Program to coordinate and prioritize charter school preschool programs administered through this chapter.

Thank you for the opportunity to provide this testimony.



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

February 12, 2015

MEMORANDUM

TO: The Honorable Michelle N. Kidani, Chair
Senate Committee on Education

FROM: Rachael Wong, DrPH, Director

SUBJECT: **S.B. 844 – RELATING TO PUBLIC EARLY CHILDHOOD
EDUCATION**

Hearing: Wednesday, February 13, 2015; 1:30 p.m.
Conference Room 229, State Capitol

PURPOSE: The purpose of S.B. 844 is to establish the Executive Office on Early Learning Prekindergarten Program to be administered by the Executive Office on Early Learning and provided through Department of Education public schools and public charter schools.

DEPARTMENT'S POSITION: The Department of Human Services (DHS) supports the intent of the bill provided that its passage does not replace or adversely impact priorities indicated in the Executive Budget. The DHS defers to the Department of Education (DOE), the Executive Office on Early Learning (EOEL), and the Hawaii State Public Charter School Commission on operational and implementation issues. The DHS offers the following comments.

Child care licensing. For working families who need child care before or after the DOE prekindergarten (EOEL PreK) program begins and ends, the child care program may need to be licensed by the DHS if the DOE does not directly operate the child care program.

Preschool Open Doors. Act 169, Session Laws of Hawaii 2013, established the existing child care assistance program, Preschool Open Doors (POD), as the statewide school readiness
AN EQUAL OPPORTUNITY AGENCY

program and is administered by the DHS. Act 169 is codified as section 346-181, Hawaii Revised Statutes (HRS). The POD program currently serves low to moderate income families whose children will be eligible for kindergarten in the following school year.

The DHS expanded the POD program this state fiscal year (SFY) 2015 to cover almost 1,300 children. The total budget for SFY 2015 is \$7.6 million (with \$1.6 million in the DHS' base budget, HMS-305). The POD expansion funds in the amount of \$6,000,000 were provided for SFY 2015 only to serve up to additional 1,050 eligible children. Until SFY 2014, the POD program served 240-260 children utilizing \$1.6 million in the base budget. Families, whose children are enrolled in classrooms on DOE public school campuses or at a public charter school, are not eligible for POD program services.

DHS requests clarification on several issues as the DOE PreK program relates to the POD program. The EOEL PreK program proposed by SB 844 and SB 863 appears to intend to serve all 4 year olds who will be entering Kindergarten in the following year.

If the intent of these bills is to serve ALL 4 year olds who will be entering Kindergarten in the following year, then the POD program may no longer be needed for the 4 year olds, and DHS recommends amending section 346-181, HRS. However, if this is the case, DHS foresees a transition period where POD and EOEL PreK co-exist as DOE implements the EOEL PreK program.

If the EOEL PreK program cannot serve ALL 4 year olds, then POD could continue, and DOE would need to work with DHS to identify those communities with few private preschools to increase the number of 4 year olds who have access to some kind of PreK or school readiness program.

We raise this concern because the measures do not propose that the EOEL PreK or registration in another school readiness program be mandatory for 4 year olds. As proposed, parents retain the choice to not enroll their children in the proposed EOEL PreK program and,

instead, may choose to enroll their children in the POD program, or seek Child Care and Development Fund (CCDF) funding (child care subsidies) to send their children to private child care programs.

The DHS anticipates that families, who will be eligible for the POD program, more than likely, will prefer to enroll their children in the EOEL PreK program run by DOE with an expectation that children will be able to transition to the Kindergarten at the same school. Furthermore, these families would prefer to enroll their children in a program with “education” focus over the “high quality child care” settings of POD.

Another issue that needs some attention is the ability of the families to apply and receive a geographic exception to enroll their children in the EOEL PreK program and continue the same through Kindergarten. We defer to the DOE for its policy regarding geographic exceptions.

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



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Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

TESTIMONY BEFORE THE SENATE COMMITTEE
ON EDUCATION

Wil Okabe
President
Joan Kamila Lewis
Vice President
Colleen Pasco
Secretary-Treasurer
Wilbert Holck
Executive Director

DATE: FRIDAY, FEBRUARY 13, 2015

RE: S.B. 844 – RELATING TO PUBLIC EARLY CHILDHOOD EDUCATION

PERSON TESTIFYING: JOAN LEWIS, VICE PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

The Honorable Chair Michelle Kidani, Honorable Vice Chair Breene Harimoto and Members of the Committee:

The Hawaii State Teachers Association (HSTA) **supports S.B. 844**, relating to public early childhood education.

HSTA has long supported the position that, “early education programs should be provided through the public school system, including child development...and should be aimed at equipping the preschooler for a successful kindergarten experience. HSTA has been in support of this position since 1987.

HSTA supports the Executive Office on Early Learning Pre-kindergarten Program, administered by the Executive Office on Learning; provided through the Department of Education public schools and public charter schools.

HSTA submits our testimony in **support of S.B. 844** on behalf of our 13,500+ public and charter statewide school teachers. Thank you for the opportunity to testify.

Aloha United Way

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



Aloha United Way

Cover Sheet

Testifying Agency: Aloha United Way
Cindy Adams, President & CEO

Senate Committee on Education

Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice-Chair

Friday, February 13, 2015 at 1:30 P.M.

Conference Room 229

SB 844: Relating to Public Early Childhood Education: Testimony in Support

Aloha United Way

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



February 10, 2015

To: Senator Michelle N. Kidani, Chair, Committee on Education
Senator Breene Harimoto, Vice-Chair, Committee on Education

Re: SB 844 Relating to Public Early Childhood Education – **SUPPORT**
Hearing: Wednesday, February 13, 2015; Room 229; 1:30 PM

Honorable Chairs & Committee Members:

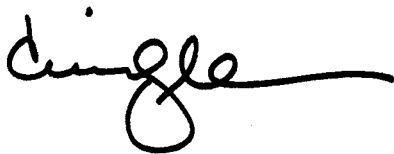
Aloha United Way supports SB 844 which establishes an Executive Office on Early Learning Prekindergarten Program provided through the Department of Education and public charter schools.

SB 844 is important because it lays the foundation for a universal preschool program which will enable all of Hawaii's keiki to have a solid preschool experience prior to starting kindergarten.

Studies have proven that high-quality early childhood education programs have both short-term and long-term benefits for children, individuals, and society as a whole. SB 844 is the first step to provide parents with more access to these essential programs and also has the potential to alleviate financial burdens associated with early childhood education costs.

Thank you for the opportunity to submit testimony. We urge your favorable consideration of SB 844.

Sincerely,



Cindy Adams
President & Chief Executive Officer

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

Senate Committee on Education
Senator Michelle Kidani, Chair
Senator Breene Harimoto, Vice Chair

February 13, 2014

Dear Chair Kidani, Vice Chair Harimoto and Committee Members:

This testimony is submitted in support for SB844, which establishes the Executive Office on Early Learning Prekindergarten Program to be administered by the Executive Office on Early Learning and provided through Department of Education public schools and public charter schools.

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 has been a strong advocate for early learning since our inception in 2010. We have supported early learning legislation for the past few years, and have been particularly concerned about the late-born four year olds, who have not been able to attend public Kindergarten since the 2014-2015 year. Therefore, we support SB844, which establishes an early learning public prekindergarten program to be administered by the Executive Office on Early Learning. We like that the program focuses on four-year olds with priority to underserved or at-risk children. We also like that the program incorporates high quality standards and developmentally appropriate practices, which includes attention to family engagement, the foundation of our Coalition. Further, we are encouraged that the bill incorporates points on the program implementation, specifically, supporting teacher professional development, coordination with other agencies to support children and data collection to monitor the progress of the program.

Finally, we recommend that the bill be amended to add language granting Geographic Exceptions for students attending schools with a Prekindergarten Program.

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

Sincerely,

Cheri Nakamura
HE'E Coalition Director

Academy 21
After-School All-Stars Hawaii
Alliance for Place Based Learning
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
Center for Civic Education
Coalition for Children with Special Needs
*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
*Kaho'omiki
Kamehameha Schools
Kanu Hawai'i
*Kaua'i Ho'okele Council
Keiki to Career Kaua'i
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 () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



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

February 11, 2015

Senator Michelle Kidani
Chair Senate Committee on Education – Hawaii State Capitol

RE: SB 844 - RELATING TO PUBLIC EARLY CHILDHOOD EDUCATION.

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

The 17 Community Children's Councils (CCCs) of Hawaii **strongly supports SB 844** which establishes the Executive Office on Early Learning Prekindergarten Program to be administered by the Executive Office on Early Learning and provided through Department of Education public schools and public charter schools.

The CCCs reaffirms and emphasizes the importance of the following aspects of the bill:

- 1) Coordination with other agencies and programs to facilitate comprehensive services for early childhood education.
 - a. Collaboration between the multiple programs is an essential and necessary component to achieve the goal of the bill. This will also allow
- 2) Collection of data to: evaluate the services provided, inform policy and make any improvements to the program.
 - a. Changes in the program should be objectively based on facts. Different geographical areas may have specific needs which will not be evident but displayed and supported in the analysis and breakdown of the data.
- 3) Family engagement
 - a. The National Bureau of Economic Research (NBER) in December 2011, released a study indicating families increase their home activities to support child development during the time their children are enrolled in Head Start, and they continue with these activities even after enrollment ends. There are many ways that Head Start and other pre-education and DOE programs engage families such as sharing children's progress, assessment practices, regular communication and much more.
- 4) Alignment with the Hawaii early learning and development standards, which align with department of education standards, including common core state standards, state content and Performance standards, and general learner outcomes for grades kindergarten to twelve, to facilitate a seamless and high-quality educational experience for children.
 - a. The goal is for our children to have a seamless transition into Kindergarten and continue their education career so it is essential that the curriculum aligns with the State and National standards.

The 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.

We respectfully request your consideration of SB844. Should you have any questions or need additional information, please contact the Community Children's Council Office (CCCO) at 586-5363. Thank you for considering our testimony,

Tom Smith, Co-Chair
(Original signatures are on file with the CCCO)

Jessica Wong-Sumida, Co-Chair



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

Board of Directors

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Jerry Rauckhorst, Treasurer
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John McComas
Robert Naniole
Darcie Scharfenstein
Alan Shinn*

TO: Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Members, Committee on Education

FROM: Scott Morishige, Executive Director, PHOCUSED

HEARING: Senate Committee on Education
Friday, February 13, 2015

Testimony in support of SB844, Relating to Public Early Childhood Education.

Thank you for the opportunity to provide testimony **in support** of SB844, which would establish the Executive Office on Early Learning Prekindergarten Program. PHOCUSED is a nonprofit membership and advocacy organization that works together with community stakeholders to impact program and policy change for the most vulnerable in our community, including low-income families with young children in the home.

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 Learning Prekindergarten Program would provide children in low-income families with 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 urges your support for this bill. If you have any questions, please do not hesitate to contact PHOCUSED at 521-7462 or by e-mail at admin@phocused-hawaii.org.



HAWAII STATE AFL-CIO

345 Queen Street, Suite 500 • Honolulu, Hawaii 96813

Randy Perreira
President

The Twenty-Eighth Legislature, State of Hawaii
Hawaii State Senate
Committee on Education

Telephone: (808) 597-1441
Fax: (808) 593-2149

Testimony by
Hawaii State AFL-CIO
February 13, 2015

S.B. 844 – RELATING TO PUBLIC
EARLY CHILDHOOD EDUCATION

The Hawaii State AFL-CIO supports S.B. 844 which establishes the Executive Office on Early Learning Prekindergarten Program to be administered by the Executive Office on Early Learning and provided through Department of Education public schools and public charter schools.

Investments in education, especially early childhood education are important for our keiki's success. Establishing a prekindergarten program is an investment that will payoff for future generations and help students succeed and perform well in school.

Thank you for the opportunity to testify.

Respectfully submitted,

Randy Perreira
President



Ho`okāko`o Corporation

Hawaii State Senate
Committee on Education

Senator Michelle N. Kidani , Chair
Senator Breene Harimoto, Vice Chair

Testimony In Support of SB 844 Relating to Early Childhood Education

Honorable Chair Kidani,

Mahalo for the opportunity to testify on SB 844. The Ho`okāko`o Corporation is committed to excellence in public education through our work with conversion charter schools, which educate nearly 20% of Hawaii's charter school student population in grades Pre-Kindergarten through 12.

HC wishes to express support for SB 844.

Ho`okāko`o supports the establishment of the executive office on early learning prekindergarten program to be administered by the executive office and provided through public schools, including public charter schools.

A longtime champion of early childhood education, Ho`okāko`o charter schools have established two prekindergarten programs at Kamaile Academy in Wai`anae and Kualapu`u School on Moloka`i which serve their districts.

Our research by independent evaluators has shown that these students, by in large, outperform their counterparts who did not benefit from early years education. Therefore, children that have had prekindergarten leave our charter schools better prepared for their middle and high school experience, many of whom transition on to DOE schools.

Research also shows that these students are more likely to continue their education, which is critical in our at-risk communities where the school completion rates and college-going rates are historically low.

If this bill passes, we would like to be considered among those public charter schools deliver prekindergarten to children in our communities. Our programs, which have already been in existence, have been evidenced to link high-quality standards to educational outcomes for our students as demonstrated by our achievement data in elementary and middle school.

Ho`okāko`o Corporation (HC) is a 501(c)(3) non-profit organization established to manage and operate public conversion charter schools in Hawai`i. HC's vision is to enhance educational outcomes and empower communities, especially for native Hawaiian and underserved children, by creating high quality public schools of choice as defined by high levels of student achievement, innovative programs, visionary leadership and engaged communities. Located in Waianae on Oahu, and on the islands of Hawai`i and Molokai, HC schools collectively serve over 1,570 students representing nearly

15% of all public charter school students in Hawai'i. Approximately 76% of the students are low income, 10% are English Language Learners, 11% are in Special Education, 15% are known to be homeless, and 68% are of Hawaiian ancestry. All three Ho'okako'o schools have received Accreditation from the Western Association of Schools and Colleges (WASC).

Mahalo,

A handwritten signature in black ink, appearing to read 'Megan McCorrison', written in a cursive style.

Megan McCorrison, Executive Director



49 South Hotel Street, Room 314 | Honolulu, HI 96813
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Senate Committee on Education

Friday, 2/13/2015, 1:15 pm, Conference Room 229

SB 844 - Relating to Public Early Childhood Education

TESTIMONY

Janet Mason, Co-Chair, Legislative Committee, League of Women Voters of Hawaii

Chair Kidani, Vice-Chair Harimoto, and Committee Members:

The League of Women Voters of Hawaii supports the intent of SB 844, which seeks to establish a developmentally appropriate early childhood education experience for Hawaii's children and their families. We would like to offer the following suggestions for your consideration:

1. While SB 844 does not specify a "rigorous long-term study" one of the most well-known and often cited is the Perry Preschool Project conducted from 1962 to 1967, and used by James Heckman to analyze the economic benefits in social costs savings. The outcomes of the program were favorable in scholastic, cognitive, health, socioeconomic (longitudinal studies showed participants were half as likely to receive welfare and were twice as likely to be employed as nonparticipants), social costs (fewer arrests, and those arrests were for nonviolent crimes). But the program cannot be considered replicable or valid for Hawaii because the teacher/student ratio in the Perry Preschool Program was very low, with one teacher for every 5.7 students. The teachers who staffed the program were certified to teach in elementary, early childhood or special education. And they made home visits once per week. In addition, the program did not 'teach' predefined lessons but instead, teachers listen closely to what children plan and then actively work with them to extend their activities to developmentally appropriate experiences. So instead of the direct instruction in specific content areas; e.g., mathematics, science, and reading with assessment, suggested by SB 844, the Perry Preschool Project was based on child development, family engagement and a hands-on curriculum. The League of Women Voters strongly feels that a child centered, developmentally appropriate education, that does not use standard assessments on this early age-group would be the most equitable program for this age-group.



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2. Concerning the issue of "continual professional development" mentioned on page 8 of SB 844: teacher licensing in Hawaii includes a PK-3 certification. This is the certification that should be required for teacher placement in the early grades (Kindergarten to third grade), and should be the certification for teacher licensure for pre-K grades in Hawaii's public schools as well. Currently, any teacher with an elementary education degree can teach in the kindergarten through third grades. Because of this placement policy, any teacher having spent his or her career in the upper elementary grades such as 5th or 6th grade, and having seniority, can 'bump' a qualified ECE PK-3 endorsed teacher and spend the final years teaching kindergarten, regardless of whether one has experience with this age group and the special knowledge required to teach this age group. This bill should include that the Hawaii Teacher Standards Board limit licensing for Pre-K - 3 classrooms to teachers holding this certification. The Legislature should support offering free tuition for elementary teachers who wish to gain the additional 15 to 18 credit hours it would take to gain the credits necessary for Pre-K - 3 certification.

3. Finally, the League does not find it equitable to focus on "underserved or at-risk children" (see page 19, line 12). In Hawaii at-risk is defined by whether the child is being raised by a single parent, with low income, and often of Native Hawaiian or Pacific Island ethnicity. We cannot argue that these children 'do not need' a quality pre-school education. However, equity, using public funding, should apply equally to all socio economic strata.

We applaud your work in this critically important area to move our state forward in the area of educating our youngest population. We urge you to consider our suggestions. Thank you for the opportunity to submit testimony.



S E A C
Special Education Advisory Council

919 Ala Moana Blvd., Room 101

Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

February 13, 2015

**Special Education
Advisory Council**

Ms. Ivalee Sinclair, *Chair*
Ms. Martha Guinan, *Vice
Chair*

Ms. Brendelyn Ancheta
Dr. Tammy Bopp
Dr. Robert Campbell
Ms. Deborah Cheeseman
Ms. Annette Cooper
Ms. Shari Dela Cuadra-Larsen,
liaison to the Superintendent
Ms. Gabriele Finn
Ms. Jenny Gong
Ms. Natalie Haggerty
Ms. Barbara Ioli
Ms. Valerie Johnson
Ms. Deborah Kobayakawa
Ms. Bernadette Lane
Ms. Dale Matsuura
Ms. Stacey Oshio
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Ms. Rosie Rowe
Dr. Patricia Sheehy
Mr. Tom Smith
Ms. Lani Solomona
Dr. Daniel Ulrich
Dr. Amy Wiech
Ms. Cari White
Ms. Jasmine Williams
Ms. Susan Wood

Amanda Kaahanui, Staff
Susan Rocco, Staff

Senator Michelle N. Kidani, Chair
Senate Committee on Education
State Capitol
Honolulu, HI 96813

RE: SB 844 - Relating to Public Early Childhood Education

Dear Chair Kidani and Members of the Committee,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act (IDEA), **strongly supports** the intent of SB 844 that establishes the Executive Office on Early Learning Prekindergarten Program to be administered by the Executive Office on Early Learning and provided through public schools, including charter schools.

SEAC concurs with the program focus on four year olds, and in particular, underserved and at-risk children, who may lag behind their peers without quality early learning supports. Quality intervention at an early age can reduce the need for more intensive interventions, including special education and related services, in subsequent years.

SEAC also believes that increasing the availability of early learning programs that meet the high quality standards set by the Office of Early Learning Prekindergarten Program will create more opportunities for young children with disabilities to have their school readiness needs met in inclusive settings.

We recommend for your consideration a change in the term *family engagement* to *family partnership* and the inclusion of a definition of *family partnership*. The Executive Office on Early Learning created the **Hawaii Family Partnership Guidelines for Early Childhood Settings** in 2013 to promote high standards and shared expectations for families and staff of early childhood programs. The Guidelines are also intended to align with the Family-School Partnership Standards being proposed for implementation by the Department of Education.



These Family Partnership Guidelines can be found at <http://earlylearning.hawaii.gov/wp-content/uploads/2014/01/Family-Partnership-Guidelines.pdf>.

Specifically, we recommend that you consider the following changes:

- 1) Substitute the term *family partnership* for the term *family engagement* on page 20, line 10, (3).
- 2) Substitute the definition of *family partnership* as follows for the definition of *family engagement* found on page 22, lines 7-12: “‘Family partnership’ means practices that follow the key principles of welcoming all families, communicating effectively, supporting success, speaking up for every child, sharing decision-making and partnering with the community.”

Thank you for this opportunity to provide comments. If you have any questions or concerns, please feel free to contact me.

Respectfully,

A handwritten signature in cursive script, appearing to read 'Ivalee Sinclair', written in black ink on a light-colored background.

Ivalee Sinclair, Chair



**Testimony to the Senate Committee on Education
Friday, February 13, 2015 at 1:30 P.M.
Conference Room 229, State Capitol**

**RE: SENATE BILL 844 RELATING TO PUBLIC EARLY CHILDHOOD
EDUCATION**

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

The Chamber of Commerce of Hawaii ("The Chamber") **supports** SB 844, which establishes the Executive Office on Early Learning Prekindergarten Program to be administered by the Executive Office on Early Learning and provided through Department of Education public schools and public charter schools.

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 establishment of the Executive Office on Early Learning Prekindergarten Program to be administered by the Executive Office on Early Learning is another necessary and positive step in establishing a foundation for early learning programs in our state.

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

Also, the Chamber strongly believes that focusing on early childhood is critical because brain development takes place by age five. We believe it is 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.

February 13, 2015

To: Senator Michelle Kidani, Chair Senate Committee on Education and Members of the Senate
Committee on Education

From: GG Weisenfeld
Wimmie Wong Lui

RE: SB 844 Relating to Public Early Childhood Education

Chair Kidani and Members of the Senate Committee on Education:

I, along with Wimmie Wong Lui, am presenting testimony regarding SB 844 Relating to Public Early Childhood Education whose purpose is to establish the Executive Office on Early Learning Prekindergarten Program to be administered by the Executive Office on Early Learning and provided through the Department of Education public schools and public charter schools.

We are both private citizens who are interested in advancing early learning in our state.

We are pleased with the EOEL Prekindergarten program that began serving children during the 2014-15 school year. The teachers have been able to implement high-quality standards, including using individual child assessments, engaging families, and aligning their curriculum with the Hawaii Early Learning and Development Standards, all of which are linked to positive child outcomes.

We believe that the Executive Office on Early Learning should administer the program as the services are provided through the Department of Education public schools and charter schools. **We therefore support the public early childhood education program described in SB 844.** We urge the committee to pass this bill moving it forward for further consideration.

Thank you for considering our thoughts and concerns.

GG Weisenfeld
193 Pauahilani Place
Kailua HI 96734

Wimmie Wong Lui
724 Prospect Street
Honolulu HI 96813

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: Submitted testimony for SB844 on Feb 13, 2015 13:30PM
Date: Wednesday, February 11, 2015 5:40:38 PM

SB844

Submitted on: 2/11/2015

Testimony for EDU on Feb 13, 2015 13:30PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Andrea Quinn	Individual	Comments Only	No

Comments: Please oppose this bill. Hawaii already has the Open Doors program, which oversees preschools. Therefore, not only is the Executive Office on Early Learning Prekindergarten Program redundant and a waste of taxpayer money, but the sole purpose of which appears to be to open the door to public funding of charter schools. Hawaii residents should not be forced to pay preschoolers' tuitions to charter schools. Studies show many, if not most, are religious in nature. The bill would therefore be in violation of the state's church/state separation guarantees and would open the door to lawsuits at taxpayer expense. Public funding should instead be used to expand existing public preschool programs under the Department of Education's Pre-plus programs and MEO Head Start.

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

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Testimony To
The Senate Committee on Education

Friday, February 13, 2015
1:30 pm
Conference Room 229

Re: SB 844 – Related to Early Childhood Education

Dear Chair Kidani, Vice Chair Harimoto 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. Over the past 10 years, I have served as a member of the Early Learning Task Force, the Early Learning Council and the Early Learning Advisory Board. Thank you for this opportunity to testify in support of SB 844, A Bill for an Act Relating to Early Childhood Education which establishes the Executive Office on Early Learning Prekindergarten Program.

The bill seeks to establish the Executive Office on Early Learning (EOEL) prekindergarten program to be administered by the EOEL and provided through public schools, including charter schools. 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.

This bill provides for a prekindergarten program built around widely accepted standards of high quality which are research-based, developmentally appropriate and identified with better outcomes for children. Recognizing that quality early learning experiences for our underserved and at-risk children can help to lower the achievement gap by improving school readiness, I would hope that passage of this bill would be a first step in building broader access opportunities. We know that all children regardless of family income or circumstances 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. Let this be a building block for future growth.

I urge the committee to consider the bill favorably.
Robert G. Peters, EdD

Testimony on SB 844
Susan Matoba Adler, Ph.D.
Professor of Early Childhood Education
February 12, 2015

As a professor of and advocate for early childhood education I am submitting this testimony with the intent to clarify some issues and raise some relevant positions on the early childhood education proposed bills.

Equity rather than Readiness should be the Focus of ECE

"Readiness" is defined in the elementary school as ability to meet benchmarks in academic skills for learning. All children are NOT developmentally "ready" for traditional school curriculum (whole group instruction) and assessment (paper and pencil testing) because they vary individually in all areas of development (social, emotional, physical and cognitive). It is good to see that child development has been addressed in this bill but that variance in individual development extends to age eight or through third grade. Instruction in grades K-3 should be based on ECE pedagogy of student choice, active learning and integrated curriculum. Children are constantly learning in their everyday lives, whether at home, in the community, or in some organized educational program.

p. 1 The concept of developing early childhood programs as an economic strategy is based primarily on one famous research study in which unique parameters such as low teacher-student ratios of 1:5 were used with huge financial resources. The outcome was a dramatic savings in social costs, primarily due the fact that few of the study participants ended up in prison. GBA's use of this study to create a model with a financial payoff (save \$4.00-\$9.00 for every \$1.00 investment) was not based on using the same guidelines as the original study: thus it cannot be verified as replicable due to the high economic cost, or validity. The original longitudinal study (Perry Preschool Project) was very limited and based on a small population with regular home visits with mothers (not like current center-based programs), then following the cohort of children into adulthood (see Fuller, 2007, pp. 191-193). In fact, Fuller writes: "The benefits of Perry are comparable only to a control group consisting of poor black children who largely stay at home" (p. 193). Using this data as rationale for EC programs is inappropriate.

p. 3 Connecting the Casey Foundation finding on the importance of reading proficiency to readiness for kindergarten is inappropriate because it does not take variances in child development into consideration. If you force readiness skills on young children their interest level and motivation to learn will most likely drop and any "testing" would be erroneous. Parents (as well as preschool teachers) who have raised several children know that they are not all interested in reading at the same age. Reading proficiency can be credibly assessed by age 8 or 3rd grade and some children read at age 4 while others are not focused on print until first or second grade, but they all (barring learning disabilities) read by third grade. This is the intersection of child development and academic curriculum that needs to be acknowledged in our public schools. The statement "reading proficiency is directly undermined by lack of school readiness" is a false assumption in ECE.

p. 4 The statement, "High quality early childhood education can close the achievement gap between different socioeconomic backgrounds" would imply that funding should be focused on children from low-income families, not on universal preschool, which benefits all children. The gap will not close if there is no effort to concentrate on equity.

p. 5 Early childhood education will benefit K through 12 teachers because they won't have to remediate. If developmentally appropriate pedagogy is used then children learn academic skills as they develop interest and motivation. Remediation will not be a concern because teachers know that all children will reach the benchmarks, unless there are learning disabilities or other factors impeding their learning.

p. 8 The design for DOE early childhood training based on "continual professional development", coaching and mentoring with ECE degreed resource teachers is not appropriate. Teacher licensing in Hawaii includes a PK-3 certification. This is the certification that should be required for teacher placement in the early grades (Kindergarten to third grade). And it is the certification for teacher licensure for pre-K grades as well. Currently, any teacher with an elementary education degree can teach in the kindergarten through third grades. Because of this placement policy, any teacher having spent their entire career in the upper elementary grades such as 5th or 6th grade, and having seniority, can 'bump' a qualified ECE PK-3 endorsed teacher and spend the final years of their career teaching kindergarten - when they have no experience with this age group and the

special knowledge required to teach this age group. This bill should include that the Hawaii Teacher Standards Board limit licensing for Pre-K - 3 classrooms to teachers holding this certification.

In addition it is recommended that a Birth through age 8 (B-8) license be instituted in Hawaii, and the University of Hawaii West O'ahu has been moving in that direction. This degree will build upon the importance of child development as a foundation for lifelong learning and the key significance of family and community in this process. The preparation for early childhood and elementary teachers are based on fundamentally different theoretical and pedagogical orientations. ECE is based on child development, family engagement and integrated, hands-on curriculum while elementary teacher preparation is based on direct instruction in specific content areas (math, science, reading, social studies).

p. 9-10 The study cited by Pianta et.al is problematic because he is the founder and owner of the CLASS rating system (and all of the trainings and materials associated with the program) which is used in the DOE. The CLASS has been questioned as to whether it is culturally sensitive to our Hawaiian and other Pacific Island and minority families, although there is no published research on this problem.

p. 20 Alignment with K-12 standards and common core state standards for the preschool program/curriculum is unclear since they will be assessing different outcomes. Teachers should not be teaching preschool with primary grade skills and goals in mind. They assess different domains and are not necessarily causal. Learning a specific skill earlier will not assure better testing in later grades.

p. 22 The definition of ECE is not "birth to kindergarten entrance" but Birth to age 8 (developmental change in cognitive/development-see Piaget). This is key because all assessment and instruction need to be adjusted to both children's individual variations in all areas (cognitive, physical, social, emotional) of development as well as academic skills. Programs such as Head Start have unfortunately moved away from serving the whole family (compensatory focus in the 1960s-70s) in providing opportunities to teach parents to be their child's "first teacher" to "readiness" to meet common core standards at K-12 levels.

p. 22 I appreciate the use of the term "underserved children" rather than "children at-risk" because it focuses on the school/society responsibilities rather than focus on a "deficit" child. The "achievement gap" results from those who have been underserved by health, safety, experiential and psychological needs but are still held to grade level performance standards. As a result, efforts to close that gap should focus on schools providing "equity" in educational opportunities rather than gathering data on the lack of "readiness" of our low income and minority students. This would be a shift in paradigm. This is also why "preschool for all" or "universal preschool" does not necessarily close the achievement gap.

From:
To: Submitted testimony for SB844 on Feb 13, 2015 13:30PM
Cc: Thursday, February 12, 2015 7:22:52 PM
Subject:
Date:

SB844

Submitted on: 2/12/2015

Testimony for EDU on Feb 13, 2015 13:30PM in Conference Room 229

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

Comments: Families on Kauai work two or three jobs to make ends meet. All of our keiki need a safe and nurturing learning environment while their parents are making a living. Please support our families and keiki.

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

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