



STATE OF HAWAII
Executive Office on Early Learning
2759 South King Street
HONOLULU, HAWAII 96826

February 6, 2019

TO: Representative Justin H. Woodson, Chair
Representative Mark J. Hashem, Vice-Chair, Lower Education
Representative Amy A. Perruso, Vice-Chair, Higher Education
House Committee on Lower & Higher Education

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: Measure: H.B. No. 1527 – RELATING TO THE EXECUTIVE OFFICE ON EARLY LEARNING BUDGET
Hearing Date: February 7, 2019
Time: 2:00 p.m.
Location: Room 309

Bill Description: Appropriates funds for the fiscal biennium 2019-2021 operating budget of the Department of Education's Executive Office on Early Learning program under the purview of the House of Representatives Standing Committee on Lower and Higher Education.

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Support

Good afternoon. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL is in strong support of H.B. 1527.

We appreciate the Legislature's support of EOEL's work to increase access to high-quality early learning. EOEL is statutorily responsible for the development of the State's early childhood system that shall ensure a spectrum of high-quality development and learning opportunities for children throughout the state, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children.

We appreciate this vehicle for our budget requests this fiscal biennium. Thank you for allowing us to highlight the following items in our budget request:

1) One full-time equivalent (1.0 FTE) Institutional Analyst position

EOEL is requesting an Institutional Analyst position for the EOEL Public Prekindergarten Program to:

- Oversee evaluation of the Program's child outcomes, teacher-student interactions, and coordination of professional learning sessions;

- Provide information, guidelines, and technical assistance including training related to the assessment tools and communication platforms;
- Collect, review, analyze, monitor, and report data for the program, including student data, staff qualification and stability data, and professional learning support data;
- Assist in coordination, preparation, and review of policies, guidelines, and procedures related to the implementation of the Program; and
- Plan, direct, and coordinate the application process for the Program as well as communicate and coordinate the application process with schools.

2) One full-time equivalent (1.0 FTE) Office Assistant position

EOEL is requesting an Office Assistant to provide administrative support for the EOEL Public Pre-K Program. The Office Assistant will be responsible for such tasks as intake and tracking of applications, preparing purchase orders for needed materials and supplies required for Program staff to provide support to schools, preparing the necessary paperwork for travel and making travel arrangements for the educational specialist and early learning resource teachers, securing meeting rooms for Early Learning Induction Program and Early Learning Academy sessions, and preparing materials for Early Learning Induction Program and Early Learning Academy sessions.

EOEL's Educational Specialist, who has taken on many of these other responsibilities, has therefore not been able to fully focus on her primary responsibility to provide the direct support schools need in order to implement the EOEL Public Pre-K Program. DOE has traditionally served the kindergarten through grade 12 population. As a result, the schools have not yet developed, or are still developing, the knowledge and experience needed to appropriately serve prekindergarten-aged children, and the Educational Specialist, who is required to have a master's degree in early childhood education, fills a large need for the schools, school leadership, teachers, educational assistants, and their students. To address the demands of this current workload, especially with the recent expansion of the Program to more schools, the Educational Specialist requires the assistance of an Institutional Analyst and Office Assistant.

3) Expansion of the EOEL Public Pre-K Program

To address the need to increase access to pre-K for our keiki, the 2014 Legislature allocated funds to EOEL to implement a high-quality pre-K program starting with 20 classrooms in the 2014-2015 school year. In 2017, EOEL requested funds for 10 additional classrooms and received funding for five classrooms. As a result, the EOEL Public Pre-K Program can serve up to 520 four-year-old children in Hawaii; EOEL recognizes that other providers, including federal Head Start and community-based providers, also play a critical role in increasing access for our children. EOEL has plans to expand the Program to ensure high-quality pre-K for our keiki as it continues to work intently with its partners to develop the severely limited pool of qualified early childhood educators needed to teach in new classrooms. In fall 2018, DOE identified 22 public schools at which classrooms are available for pre-K. EOEL is currently working with DOE to review school applications. For the past few years, EOEL has reviewed school applications using the following criteria:

- (1) **Community need.** The percentage of the population of school/community that meets the priority categories identified in statute – targeting those who can benefit the most from early learning opportunities – is considered. In addition to the following underserved and

at-risk populations, EOEL must prioritize families with incomes at or below 300% of the federal poverty guidelines for Hawaii:

- a. Special education;
 - b. English language learners;
 - c. Foster children; and
 - d. Homeless.
- (2) **Community need.** Existing programs on the school campus and in the surrounding area, as well as the community's need for additional seats, is considered. (An existing program may have already developed good relationships with families, the community, and school, and should not be replaced by a new pre-K classroom.)
- a. Schools are required to include this information on applications. EOEL also looks into information on EOEL's end (including community data, the results of the 2017 Early Learning Needs Assessment, and location of federal Head Start and charter school pre-K classrooms).
- (3) **Availability of space.** The school has a classroom and identified outdoor play space that addresses (or which may reasonably be retrofitted to address) the health and safety requirements of a program for 4-year-old children (based on Hawaii Department of Human Services administrative rules).
- a. We recognize the high costs of facilities, and are trying to be fiscally responsible. Since the start of our program 4 years ago, we have not had to request any CIP funds.
- (4) **Principal interest.** The principal is committed to implementing a high-quality early learning program through active participation in professional development sessions with school teams and professional learning communities, with the end goal of having a high-quality early learning program in which there is continuity and alignment between and across programs and grade levels to ensure positive outcomes are sustained. The principal, as the school's leader and who supports and evaluates his/her pre-K teachers, is key to implementation of a successful pre-K program.
- a. As other states across the nation are building up their public pre-K programs, they too are finding that their principals need ongoing support and training.

4) One full-time equivalent (1.0 FTE) Program Specialist position for workforce development

In addition to administering the EOEL Public Pre-K Program, EOEL is responsible for coordination of the comprehensive early childhood system to help ensure a solid foundation for Hawaii's young children, prenatal to age five, by working with partners, families, and communities, connecting policies, programs, and funding in relation to health, safety, early childhood education, and school readiness and success. Included in EOEL's responsibilities is the coordination of efforts to develop a highly-qualified, stable and diverse workforce, which is one of the key components needed to ensure the positive outcomes that are associated with early learning. At best, Hawaii's early childhood workforce can be described as fragmented where providers work in disparate systems, and the expectations and requirements for their preparation and credentials have not kept pace with what the science of child development and early learning indicates children need. Better support for early care and education professionals requires mobilizing leadership at the local and state levels; building a culture in higher education, and ongoing professional learning that reflects the importance of establishing a cohesive workforce for our young children; ensuring practice environments that enable and reinforce the quality of their work; making substantial improvements in working conditions, well-being, compensation, and perceived status; and creating consistency across local, state, and national systems, policies, and infrastructure. EOEL

is requesting this position to coordinate efforts that support the development of Hawaii's early childhood workforce.

5) One full-time equivalent (1.0 FTE) Communications Specialist position

The EOEL Public Pre-K Program prioritizes children who are at risk, pursuant to statute – research shows that early learning benefits all children, but more so those who are at risk, helping to minimize the achievement gap. To help ensure the Program reaches especially these families, they must be made aware of the importance of early learning and the availability of the Program for their children through a broad range of communication methods. Currently, the primary method EOEL employs to communicate with families is its website, which must be improved significantly to be made more family-friendly. A Communications Specialist dedicated to improving website content as part of his or her overall responsibility to share information about early learning will greatly enhance EOEL's ability to communicate more widely with families as well as the general public. The position will also help address EOEL's statutory responsibilities to build the State's early learning system for children from prenatal care until the time they enter kindergarten, which involves coordinating across the public and private sectors to maximize the engagement of families, caregivers, and teachers in the early learning system; releasing data relating to early learning in the state; generally promoting awareness of early learning opportunities to families and the general public; and consulting with community groups ... all of which involve communications efforts. In addition, the Communications Specialist will address the communications needs of the Early Learning Board (ELB), EOEL's governing board. EOEL and ELB are facilitating the next phase of Hawaii's Early Childhood State Plan. ELB will be monitoring progress made by public and private partners toward achieving shared goals delineated in the Plan, and the Plan will need to be widely communicated to maximize engagement in work around early childhood.

For each of the positions and to otherwise support EOEL's work, we are requesting computer equipment and software, phones and phone lines, and furniture.

We would also like to note, for purposes of the bill description, that EOEL is attached to DOE for administrative purposes only.

Thank you for the opportunity to testify on this bill. I am happy to answer any questions you may have.

TO: Representative Justin H. Woodson, Chair
Representative Mark J. Hashem, Vice-Chair, Lower Education
Representative Amy A. Perruso, Vice-Chair, Higher Education
House Committee on Lower & Higher Education

FROM: Robert G. Peters, Chair, Early Learning Board

SUBJECT: **Measure:** H.B. No. 1527 – Relating to the Executive Office on Early Learning
Hearing Date: February 7, 2019
Time: 2:00 p.m.
Location: Room 309

Bill Description: Appropriates funds for the fiscal biennium 2019 – 2021 operating budget of the Department of Education’s Executive Office on Early Learning program under the purview of the House of Representatives Standing Committee on Lower and Higher Education.

Early Learning Board’s Position: Support

Thank you for this opportunity to testify on behalf of the Early Learning Board in support of H.B. 1527, which appropriates funds for the Executive Office on Early Learning, administratively attached to the Department of Education.

The Early Learning Board supports the Executive Office on Early Learning’s request and appreciates the opportunity to highlight key elements of the EOEL request:

1) One full-time equivalent (1.0 FTE) Institutional Analyst position

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- • Oversee evaluation of the Program's child outcomes, teacher-student interactions, and coordination of professional learning sessions;
 - • Provide information, guidelines, and technical assistance including training related to the assessment tools and communication platforms;
 - • Collect, review, analyze, monitor, and report data for the program, including student data, staff qualification and stability data, and professional learning support data;
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3) Expansion of the EOEL Public Pre-K Program

To address the need to increase access to pre-K for our keiki, the 2014 Legislature allocated funds to EOEL to implement a high-quality pre-K program starting with 20 classrooms in the 2014- 2015 school year. In 2017, EOEL requested funds for 10 additional classrooms and received funding for five classrooms. As a result, the EOEL Public Pre-K Program can serve up to 520 four-year-old children in Hawaii; EOEL recognizes that other providers, including federal Head Start and community-based providers, also play a critical role in increasing access for our children. EOEL has plans to expand the Program to ensure high-quality pre-K for our keiki as it continues to work intently with its partners to develop the severely limited pool of qualified early childhood educators needed to teach in new classrooms. In fall 2018, DOE identified 22 public schools at which classrooms are available for pre-K. EOEL is currently working with DOE to review school applications.

4) One full-time equivalent (1.0 FTE) Program Specialist position for workforce development

Included in EOEL's responsibilities is the coordination of efforts to develop a highly-qualified, stable and diverse workforce, which is one of the key components needed to ensure the positive outcomes that are associated with early learning. Better support for early care and education professionals requires mobilizing leadership at the local and state levels; building a culture in higher education, and ongoing professional learning that reflects the importance of establishing a cohesive workforce for our young children; ensuring practice environments that enable and reinforce the quality of their work; making substantial improvements in working

conditions, well-being, compensation, and perceived status; and creating consistency across local, state, and national systems, policies, and infrastructure. EOEL is requesting this position to coordinate efforts that support the development of Hawaii's early childhood workforce.

5) One full-time equivalent (1.0 FTE) Communications Specialist position

The EOEL Public Pre-K Program prioritizes children who are at risk, pursuant to statute – research shows that early learning benefits all children, but more so those who are at risk, helping to minimize the achievement gap. To help ensure the Program reaches especially these families, they must be made aware of the importance of early learning and the availability of the Program for their children through a broad range of communication methods. Currently, the primary method EOEL employs to communicate with families is its website, which must be improved significantly to be made more family-friendly. A Communications Specialist dedicated to improving website content as part of his or her overall responsibility to share information about early learning will greatly enhance EOEL's ability to communicate more widely with families as well as the general public. The position will also help address EOEL's statutory responsibilities to build the State's early learning system for children from prenatal care until the time they enter kindergarten, which involves coordinating across the public and private sectors to maximize the engagement of families, caregivers, and teachers in the early learning system; releasing data relating to early learning in the state; generally promoting awareness of early learning opportunities to families and the general public; and consulting with community groups ... all of which involve communications efforts. In addition, the Communications Specialist will address the communications needs of the Early Learning Board (ELB), EOEL's governing board. EOEL and ELB are facilitating the next phase of Hawaii's Early Childhood State Plan. ELB will be monitoring progress made by public and private partners toward achieving shared goals delineated in the Plan, and the Plan will need to be widely communicated to maximize engagement in work around early childhood.

For each of the positions and to otherwise support EOEL's work, we are requesting computer equipment and software, phones and phone lines, and furniture.

The Early Learning Board appreciates the opportunity to testify on this bill in support of the Executive Office on Early Learning's efforts to develop a Statewide early learning system.

Date: February 6, 2019

To: Chair Woodson, Vice Chair Perruso and Members of the Committee

From: Early Childhood Action Strategy

Re: Support for HB 1527 Relating to the Budget for the Executive Office on Early Learning

The Early Childhood Action Strategy (ECAS) is a statewide public-private collaborative designed to improve the system of care for Hawai'i's youngest children and their families. ECAS brings together government and non-governmental organizations to align priorities for children prenatal to age eight, streamline services, maximize resources, and improve programs to support our youngest keiki. We strongly support HB 1525, which would provide funds to the Executive Office of Early Learning to maintain and expand the provision of public prekindergarten.

Research finds that Hawai'i's youngest children benefit tremendously from early learning programs. Keiki that attend EOEL prekindergarten programs experience fewer developmental delays and are more likely to reach kindergarten ready to learn and thrive. National research also indicates that children who benefit from a year of prekindergarten have improved academic and school readiness, higher graduation rates, and lower incarceration rates.

We urge the committee to pass 1527 and help to strengthen the efforts of the Executive Office of Early Learning to provide access to high-quality prekindergarten. Thank you for this opportunity to provide testimony.

LATE

HB-1527

Submitted on: 2/6/2019 3:41:23 PM

Testimony for LHE on 2/7/2019 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	O`ahu County Committee on Legislative Priorities of the Democratic Party of Hawai`i	Support	No

Comments:



February 7, 2019

To: Representative Justin Woodson, Chair
Representative Mark Hashem, Vice Chair
House Committee on Lower and Higher Education

Late Testimony

From: Laura Nevitt, Policy Director
Hawaii Children's Action Network

Re: **H.B. 1527-- RELATING TO THE EXECUTIVE OFFICE ON EARLY LEARNING
BUDGET. Capitol, Room 309, January 31, 2:00 PM**

On behalf of Hawaii Children's Action Network (HCAN), I am writing in SUPPORT of H.B. 1527, which would appropriate funds for the fiscal biennium 2019-2021 operating budget of the Department of Education's Executive Office on Early Learning program under the purview of the House of Representatives Standing Committee on Lower and Higher Education.

We appreciate the Legislature's support of EOEL's work to increase access to high-quality early learning. EOEL is statutorily responsible for the development of the State's early childhood system that shall ensure a spectrum of high-quality development and learning opportunities for children throughout the state, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children.

Some items to highlight in this budget request are:

- 1) One full-time equivalent (1.0 FTE) Institutional Analyst position
- 2) One full-time equivalent (1.0 FTE) Office Assistant position
- 3) Expansion of the EOEL Public Pre-K Program
- 4) One full-time equivalent (1.0 FTE) Program Specialist position for workforce development
- 5) One full-time equivalent (1.0 FTE) Communications Specialist position

For each of the positions and to otherwise support EOEL's work, we are requesting computer equipment and software, phones and phone lines, and furniture.

For these reasons, HCAN asks that you pass H.B. 1527.

HCAN is committed to building a unified voice advocating for Hawaii's children by improving their safety, health, and education.