



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

**Date:** 02/21/2019  
**Time:** 12:30 PM  
**Location:** 308  
**Committee:** House Finance

**Department:** Education

**Person Testifying:** Dr. Christina M. Kishimoto, Superintendent of Education

**Title of Bill:** HB 0921, HD1 RELATING TO EDUCATION.

**Purpose of Bill:** Places all state-funded prekindergarten programs in Hawaii, other than special education and Title I funded programs, under the oversight of the Executive Office on Early Learning. (HB921 HD1)

**Department's Position:**

The Department of Education (Department) is committed to providing essential early learning opportunities and experiences that will prepare 3-year-old (special education) and 4-year-old (special education and regular education) children with the requisite academic knowledge, social emotional competencies, and behavior skills to enter kindergarten ready to learn. Notably, public-private partnerships play a key role in the expansion of Pre-Kindergarten opportunities.

The Department strongly supports an increase in funding for expanded access for Hawaii's keiki to public Pre-Kindergarten in Department schools. However, we must respectfully oppose any language pertaining to governance in HB 921 HD1, and are seeking modifications to this measure.

In its current form, HB 921 HD1 moves the oversight of early childhood programs to the executive office on early learning (EOEL) as defined and determined by the early learning board, of all state-funded prekindergarten programs, except for special education and Title I funded programs.

Chairperson of the Board of Education, Superintendent of the Department of Education, the Chairperson and members of the Early Learning Board, and EOEL executive director, have been in ongoing conversations regarding oversight and governance. It has become apparent that it is a complex issue that requires further discussion among the parties before it is codified into law. The issues range across a number of different areas (federal Individuals with Disabilities Education Act, administrative oversight, and administrative support), as well as at all three levels of the Department's tri-level system. The state office level is impacted because of the Department's responsibilities to service Pre-Kindergarten students with inclusion in their Individualized Education Program.

Further, administrative oversight impacts the school level where the principal supervises all staff at the school site including the EOEL-funded teacher and educational assistant positions and also the complex area level where Complex Area Superintendents plan and review space utilization on their campuses. Administrative support impacts all three levels and numerous areas, including employment, staffing, resolving complaints and inquiries, security and safety of the campus, managing investigations of any alleged misconduct, safe working conditions, and the delivery of high quality and engaging instruction.

The parties have committed to furthering this discussion, so we respectfully request that any language related to governance in HB 921 HD1 be removed at this time.

Thank you for this opportunity to provide testimony on HB 921 HD1.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at [www.hawaiipublicschools.org](http://www.hawaiipublicschools.org).



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

February 20, 2019

**TO:** Representative Sylvia Luke, Chair  
Representative Ty J.K. Cullen, Vice Chair  
House Committee on Finance

**FROM:** Lauren Moriguchi, Director  
Executive Office on Early Learning

**SUBJECT: Measure:** H.B. No. 921, H.D. 1 – Relating to Education  
**Hearing Date:** February 21, 2019  
**Time:** 12:30 p.m.  
**Location:** Room 308

**Bill Description:** Places all state-funded prekindergarten programs in Hawaii, other than special education and Title I funded programs, under the oversight of the Executive Office on Early Learning.

**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. 921, H.D. 1.

We thank the Legislature for its 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.

The early childhood system looks at the comprehensive needs of children, which includes supporting their health and well-being, as well as their families. Former Senator Jill Tokuda, chair of the Senate Committee on Education from 2011-2014, has stated,

*"The Legislature established EOEL as the new agency responsible for early childhood development & learning and intentionally named it the 'Executive Office' on Early Learning because we understood that to best serve our youngest keiki and their families, we could not silo our thinking and actions into a single department. It was for this reason that EOEL was initially placed in the Governor's Office and later attached to DOE for administrative purposes only, with an independent governing body – the Early Learning Board. This was the most straightforward way to ensure we would build a holistic early learning system for Hawaii."*

Prekindergarten is only one part of that comprehensive system. When we talk about expanding pre-K, we must recognize the context in which pre-K operates and the need to work hand-in-hand with various parts of the larger system.

Accordingly we believe, the Legislature charged EOEL with administering the EOEL Public Prekindergarten Program as Hawaii's first State-funded preschool program, and has since appropriated funding to serve 520 of Hawaii's four-year-olds each year.

*“Expansion of public pre-K is only a worthwhile public investment if children receive a high-quality education.”* -W. Steven Barnett, Ph.D., Senior Co-Director, National Institute for Early Education Research, Rutgers University Graduate School of Education

When the Legislature first funded the EOEL Public Pre-K Program five years ago, the State did not have the infrastructure needed to ensure a high-quality public early learning program. The challenges we continue to face include:

- The need to **strengthen and support teacher & principal understanding of how young children learn best**, following best practices and based on the science of child development;
- A severely limited **workforce of qualified early childhood educators (i.e., those with coursework and background in early childhood, and supported with ongoing professional development**, who research shows are most effective);
  - As the Program stands now with 26 classrooms, we have difficulty recruiting and turnover is high (when teachers have not completed coursework in early childhood education and their assumptions about pre-K teaching are inconsistent with the knowledge and competencies required of teachers in settings for preschool-aged children)..
  - Because the Program targets our underserved and at-risk children, it is especially important to have teachers who are able to support preschoolers and families living in difficult circumstances. If not, what may result are increased instances of stress-induced behavior problems and inappropriate referrals to special education. Nationally, suspensions and expulsions occur at a rate 3 times higher in public pre-K than in K-12. When vulnerable children encounter teachers who are unprepared to support their developmental needs, these children who can benefit the most from early learning are rejected at an even earlier age and their families are left without options.

and

- Lack of P-3 transition and alignment. We are grateful that there is increasing recognition of the importance of the early years. It is important to remember, however, that one year of pre-K is not a magic bullet: **the supports that should accompany it (e.g., family partnership and support), and the years before and after (i.e., continuing the high-quality learning experience after a child leaves the pre-K classroom) are also critical to positive outcomes for children.** Whenever a school is willing, we work with them to promote continuity in K-12, which some principals have wisely recognized is key to sustaining the positive impact of early learning.

**EOEL has dedicated much of its energy to combating these challenges because these components are necessary to make a difference for our keiki – what has been confirmed by research. We have the rare opportunity now to build a program from the ground up and do it right for our keiki ... and make it sustainable. EOEL is committed to increasing access while building the needed infrastructure so the State's investment pays off.**

In addition to providing ongoing professional learning support through the Early Learning Induction Program and Early Learning Academy which are tailored around the professional needs of the teachers and principals and include one-on-one coaching and mentoring, **we work closely with our partners across the sectors to incorporate best practices and developmentally appropriate practices for our young children.**

At the end of the 2017-18 school year, more than 9 out of 10 children participating in the Program met and/or exceeded expectations in all areas of development and learning – demonstrating readiness for kindergarten. We attribute these good outcomes to an effective partnership between EOEL and the participating schools.

**As the state’s coordinating body for early learning, EOEL is working toward increasing access to high-quality early learning programs for our keiki *together with our public and private partners.*** Our community-based providers have been the mainstay of early learning programs and services for decades. EOEL’s statutory charge is to build a cohesive, comprehensive, and sustainable system in which *all* existing early learning programs and services – whether publicly- or privately-run, which consist of a variety of early learning approaches, service deliveries, and settings, including center-based programs, family child care programs, family-child interaction learning programs, and home-based instruction programs designed to promote early learning, each of which provide an important option for families – are coordinated, improved, and expanded.

EOEL has helped facilitate and participate in various efforts with the diverse range of stakeholders to build Hawaii’s early childhood system. EOEL and its partners are committed to working toward other shared priorities beyond prekindergarten, to improve the lives of our keiki and their families, as identified in the just-completed Hawaii Early Childhood State Plan 2019-2024. EOEL and DHS, along with other partners, collaborated to obtain \$1 million through the recently awarded federal Preschool Development Grant Birth through Five, allowing Hawaii to move the Plan to the next stage.

To note, EOEL also:

- Administers Pre-Plus Child Development Services contracts;
- Administers family-child interaction learning service contracts. The Legislature, through H.B. 937, Session Laws of Hawaii 2017, appropriated \$300,000 for EOEL to contract to implement the latter. We currently contract with Partners in Development to provide services at Keolu and Kalihi Uka Elementary Schools; and
- Houses the Head Start State Collaboration Office.

Throughout all of this, EOEL works with its governing board, the Early Learning Board, which is comprised of members across both the public and private sectors who have expertise and experience in various aspects of the early childhood field.

We respectfully request that the committee consider moving this bill forward.

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

**To:** Representative Sylvia Luke, Chair  
Representative J. K. Cullen, Vice Chair  
Members of the House Committee on Finance

**From:** Robert G. Peters, Chair  
Early Learning Board

**Subject:** **Measure:** HB No. 921 HD 1 -- Relating to Education  
**Hearing Date:** February 21, 2019  
**Time:** 12:30 pm  
**Location:** Conference Room 308

**Description:** Places all state-funded prekindergarten programs in Hawaii, other than special education and Title I funded programs, under the oversight of the Executive Office on Early Learning.

**Early Learning Board Position:** Comment

I am Robert G. Peters, Chair of the Early Learning Board (ELB). I am not able to represent the ELB's position on this bill at this time.

The Early Learning Board deferred decision-making about HB 921, which was included on the ELB's February 14<sup>th</sup> agenda for discussion and action. The decision to defer resulted from questions raised by members for the Attorney General's Office. A meeting is tentatively scheduled for February 28<sup>th</sup> to review the response and take action on the Bill.

Thank you for your understanding.



**TO: Chair Luke, Vice Chair Cullen, and Members of the House Committee on Finance**

**FROM: Ryan Kusumoto, President & CEO of Parents And Children Together (PACT)**

**DATE/LOCATION: February 21, 2019; 12:30 p.m., Conference Room 308**

**RE: TESTIMONY IN SUPPORT OF HB 921– RELATING TO EARLY CHILDHOOD EDUCATION**

**We ask you to support HB 921 which seeks to place all state-funded Pre-Kindergarten programs in Hawaii, other than special education and Title I funded programs, under the oversight of the Executive Office on Early Learning.** We support this bill which allows the Executive Office of Early Learning (EOEL), under policies established by the Early Learning Board, to oversee all state-funded Pre-K programs with the exception of Title I and special education early learning programs.

As a provider of Head Start and Early Head Start programs on Oahu and Hawaii Island we understand the importance of having administrators who are grounded in educational best practices and specifically early childhood. Data shows that high-quality care and education during the earliest stages of a child’s development provides a critical foundation for later educational and life success. Early childhood is a particularly critical time in a child’s development and expert care needs to be placed on developing age-appropriate curriculum, structures and strategies that address the needs of our youngest learners. The Hawaii Executive Office of Early Learning has shown great leadership in providing the ongoing expertise and training necessary to develop classroom environments, curriculum and qualified staff needed specifically at the preschool level.

Early childhood education is a critical need in Hawaii and moving forward we will need administrators dedicated to focusing on expanding our public preschool program as well as maintaining the highest standards so that all keiki have access to high-quality early care and education opportunities. EOEL was created to focus on this critical need in our state and they are committed to continuing to work with the Department of Education, communities and preschool providers across the state to ensure that we can continue to serve increasingly more families particularly in neighborhoods of greatest need. In order to be able to reach and serve all our keiki, it is critically important that we continue to support all early learning providers—the

State, Head Start and Early Head Start providers, Charter Schools, Private Providers, and Private preschools. Our keiki are the greatest investment we can make for the future of Hawaii.

Founded in 1968, Parents And Children Together (PACT) is one of Hawaii's not-for-profit organizations providing a wide array of innovative and educational social services to families in need. Assisting more than 15,000 people across the state annually, PACT helps families identify, address and successfully resolve challenges through its 18 programs. Among its services are: early education programs, domestic violence prevention and intervention programs, child abuse prevention and intervention programs, childhood sexual abuse supportive group services, child and adolescent behavioral health programs, sex trafficking intervention, poverty prevention and community building programs.

Thank you for the opportunity to testify in **support of HB 921**, please contact me at (808) 847-3285 or [rkusumoto@pacthawaii.org](mailto:rkusumoto@pacthawaii.org) if you have any questions.





Institute for Native Pacific Education and Culture (INPEACE)  
1001 Kamokila Blvd. #226  
Kapolei, HI 96707

**RE: Testimony IN SUPPORT of HB 0921 - RELATING TO EDUCATION**

Dear Committee on Education:

Aloha. The Institute for Native Pacific Education and Culture (INPEACE), a 501(c)(3) Native Hawaiian educational organization, would like to submit testimony **in strong support of HB 921**. As one of the leaders in culture-based early childhood education programming and family-child interaction learning programs in our state, we believe it is in the best interest of our communities and our most vulnerable children and families to maintain the autonomy of the Executive Office of Early Learning (EOEL).

Successful research-driven efforts across the nation continue highlighting the need to develop separate and autonomous early learning systems that partner with, but exist apart from, the K-12 public education system if states are to provide the highest quality and comprehensive reach to diverse populations across all socioeconomic and racial divides. A separate and autonomous entity allows for greater flexibility, innovation, and leveraging of resources that would not be possible under the large bureaucracy of the already overburdened Department of Education. The needs of Native Hawaiian children, families, and communities are unique and diverse. As the DOE continues to struggle addressing racial and ethnic inequities in its educational programming and support to Native Hawaiian families, we believe it is imperative to push for more innovative, collaborative, and multi-dimensional approaches to learning and working with families outside of the current education system. As an autonomous governing body, the EOEL has worked tirelessly to ensure families are provided choice in the type of early childhood programming that works best for them and their child, and to increase universal access to these choices. It is important for Native Hawaiian families to continue to have choice as the “one-size-fits-all” approach repeatedly fails to support our children.

INPEACE’s family-child interaction program, Keiki Steps, has continued to have statistically significant impact in some of our state’s hardest to reach, high-poverty Native Hawaiian communities for over 10 years. These are our state’s most vulnerable children and families that our education system has failed to reach. In the past four years, our first cohorts of Keiki Steps children graduated high school; two of them were valedictorians; one hundred percent of them graduated from high school on time; 66% of them matriculated to two-year and four-year colleges, some of them on fully-funded scholarships. Our programs reach over 1000 children every year, and our unique two-generation model works because we holistically support families of children 0-5 years old. This kind of unique programming and breadth of reach would be best supported by an autonomous and separate early learning governing structure in the State that understands and supports the need for a multi-faceted early learning system in Hawai‘i.

We strongly support HB 0921 and for the sake of Hawai‘i’s most vulnerable children, and urge you to pass this bill.



## Hawaii Chapter

February 19, 2019

Thank you for this opportunity to testify on HB 921 HD1, relating to education. Places all state-funded prekindergarten programs in Hawaii, other than special education and Title 1 funded programs, under the oversight of the Executive Office on Early Learning.

On behalf of the Hawaii Chapter of the American Academy of Pediatrics, I am writing in support of HB 921 HD1. Pediatricians know how important quality early childhood education is for raising productive members of society. The Executive Office on Early Learning can accomplish this comprehensive statewide approach to strengthen the early childhood system in Hawaii by focusing on the 5 building blocks that are crucial to create a solid foundation for every child. 1. Access to resources for optimal health, safety, and wellbeing, which is essential for children to learn, grow, and thrive. 2. Family partnership and support, providing access to information, resources, and services to improve their children to thrive. 3. Foundations for early learning. High quality programs expose all children to opportunities to lay a solid foundation for their success in the future. Prior to kindergarten, early care and education occurs in diverse settings, including center-based care, family child care, family-child interaction programs, and home visitation. We need a coordinated system that can oversee all types of early childhood programs to reduce the disparity of the most vulnerable children. 4. Well-prepared, well-supported work force. Early childhood professionals need to be supported with their professional development and continuing education opportunities for training to support all children, especially those affected by adverse childhood experiences. 5. Coordination of the early childhood system, working with various types of early childhood environments both private and public to work for all children so they can achieve their potential and be prepared in school readiness.

The Hawaii Chapter of the American Academy of Pediatrics is an organization of over 300 pediatricians and pediatric specialists. Our mission is to attain optimal physical, mental and social health and wellbeing for infants, children, adolescents and young adults. We humbly request that your committee vote to advance HB 921 HD1.

We strongly support HB 921 HD1.

Respectfully,

A handwritten signature in black ink that reads "Mae S. I. Kyono".

Mae S. I. Kyono, MD  
Hawaii Chapter of the American Academy of Pediatrics  
President

### AAP - Hawaii Chapter

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### Hawaii Chapter Board

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**HB-921-HD-1**

Submitted on: 2/19/2019 8:48:22 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Lanelle Hibbs	DOE	Oppose	No

Comments:

**Complex Area Superintendent Testimony**

As the Complex Area Superintendent of Kailua-Kalaheo, I must oppose HD 921 HD1 as currently proposed.

I have been a CAS, principal, and educator for 33 years. I am excited that as a state we have convened all stakeholders at the table to increase access to quality Pre-Kindergarten.

The Hawaii State Department of Education has the capacity to design out a statewide approach, and currently is responsible for executing a majority of the responsibilities for EOEL-funded programs.

HB921 HD1, page 7, lines 3-7, speaks to "oversight." How do we and how will we define governance with regards to public Pre K? For this conversation, the Chairperson and members of the Board of Education, Superintendent of the Department of Education, the Chairperson and members of the Early Learning Board, and EOEL executive director, and other stakeholders need to be at the table. This conversation needs to happen. It would be premature to have HB 921 HD1 codify "governance" as written as Hawaii law. Governance of the Department of Education falls under the Board of Education.

Notably, since we only recently signed a statewide early childhood plan, it is critical that issues regarding governance are addressed now collectively. Any conflicts regarding governance would only serve to undermine the work underway.

Respectfully, any reference to governance through HB 921 HD1 should be eliminated.

Thank you for the opportunity to testify on this measure.



**STATE OF HAWAII**  
DEPARTMENT OF EDUCATION  
Kāneʻohe Elementary School  
45-495 Kamehameha Highway  
Kaneohe, HI 96744  
Phone 808-305-0000 • Fax 808-235-9185

**Date:** 02/21/2019  
**Time:** 12:30 PM  
**Location:** 308  
**Committee:** House Finance

**Department:** Education  
**Person Testifying:** Derek Minakami, NBCT, Principal of Kāneʻohe Elementary School  
**Title of Bill:** HB 0921 RELATING TO EDUCATION.  
**Purpose of Bill:** Places all state-funded prekindergarten programs in Hawaii, other than special education and Title I funded programs, under the oversight of the Executive Office on Early Learning.

**Position:** OPPOSE

I oppose the intent of HB 0921 on the basis that the bill would create duplicative and thus wasteful use of state financial and personnel resources by assigning full administration of a portion of pre-kindergarten programs to the of Executive Office of Early Learning (EOEL).

The Department of Education through its elementary school principals is already well equipped to manage school programs such as pre-kindergarten. Principals already ensure the daily maintenance of classrooms and play areas, provide access to developmentally appropriate instructional programs, and conduct the hiring, training, and evaluating of teachers and educational assistants.

Assigning authority over these operations to EOEL would be redundant in that another middle management layer would be created to oversee operations that already are being monitored. Further, with two educational boards creating similar policies, there would be a duplication of personnel dedicated to providing administrative support for both boards.

To further underscore the point, the bill leaves Title I and Special Education pre-kindergarten programs under the authority of the DOE. Not only is this a redundancy of effort, it creates an inequitable system where programs for students with disabilities and those whose families are impoverished fall under the DOE while all others are provided for by the EOEL.

While I think the EOEL can serve as a valuable partner in sharing curricular and instructional resources, the day-to-day administration of the pre-kindergarten program is better left to the DOE and its school principals.

**HB-921-HD-1**

Submitted on: 2/20/2019 9:42:23 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Elna Gomes	Kea'au Middle School	Oppose	No

Comments:

It would not be in the best interest of our communities to separate educational bodies by creating a board and implementation group for early learning. This will pit the DOE and the Early Learning organization against one another for allocated funds, facilities, and resources.

**HB-921-HD-1**

Submitted on: 2/20/2019 12:19:40 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

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

Comments:

David Y. Ige  
Governor

Dr. Christina M. Kishimoto  
Superintendent

Alma M. Souki  
Principal

Matthew C. W. Ho  
Complex Area Superintendent



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
HE'EIA ELEMENTARY SCHOOL  
46-202 Ha'ikū Road  
Kāne'ohe, Hawaii 96744

OFFICE OF THE  
PRINCIPAL

February 20, 2019

**Department:** Education

**Person Testifying:** Alma M. Souki, Principal, He'eia Elementary

**Date:** 02/21/2019

**Time:** 12:30 PM

**Location:** 308

**Committee:** House Finance

**Title of Bill:** HB 0921 RELATING TO EDUCATION

**Purpose of Bill:** Places all state-funded prekindergarten programs in Hawaii, other than special education and Title I funded programs, under the oversight of the Executive Office on Early Learning.

**Position:** OPPOSE

I oppose the intent of HB 0921 based on it presents a premise that the Department of Education and elementary schools, are ill-equipped to deliver quality early education to students under the direction of their instructional leader; the principal. Schools have been providing quality early education, which addresses the needs of all students to include those with Special Needs and Socio-Economic or Disadvantaged students. All elementary schools have either met or are in the process of being accredited with WASC (Western Association of Schools and Colleges) as required by the Board of Education. We continuously train highly qualified teachers and staff who work with our early learners and meet all federal, state and fiscal guidelines, which are monitored regularly. The principal, who is the instructional leader and guides the direction of the school ensures the vertical alignment of the development of not only appropriate learning programs, but also the development of the whole child to include school readiness and emotional well-being at the earliest learning levels. The bill proposes a middle management, which would only duplicate systems, which are already maintained efficiently by schools.

The most glaring inconsistency in the bill is that it supports a system of inequity to our student populations, which are already the most disadvantaged. This is our special needs and economically disadvantaged students. The Executive Office on Early Learning (EOEL) will only service a discrete population and not address the needs of all students. However, they can provide a valuable service as a partner to the DOE by allocating resources for curricular and instruction

services but leaving the fiscal, administrative and instructional responsibilities to the DOE.

**Continuous Notes of Non-Discrimination**

The Hawaii State Department of Education (HIDOE) and its schools do not discriminate on the basis of race, sex, age, color, national origin, religion, or disability in its programs and activities. Please direct inquiries regarding HIDOE nondiscrimination policies as follows:

ADA/Section 504 inquiries

Krysti Sukita, ADA/504 Specialist  
Civil Rights Compliance Office  
Hawaii State Department of Education  
P. O. Box 2360  
Honolulu, Hawaii 96804  
(808) 586-3322 or relay  
crco@notes.k12.hi.us

Title VI, Title IX, and other inquiries

Anne Marie Pulisi, Director  
Civil Rights Compliance Office3  
Hawaii State Department of Education  
P. O. Box 2360  
Honolulu, Hawaii 96804  
(808) 586-3322 or relay  
crco@notes.k12.hi.us



**HB-921-HD-1**

Submitted on: 2/19/2019 9:00:11 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
keith hui	Department of Education, Leeward District, Pearl City Waipahu Complex Area	Oppose	No

Comments:

As the Complex Area Superintendent of Pearl City/Waipahu Complex Area, I must oppose HD 921 HD1 as currently proposed.

I have been a CAS, principal, and educator for 23 years. I am excited that as a state we have convened all stakeholders at the table to increase access to quality Pre-Kindergarten.

The Hawaii State Department of Education has the capacity to design out a statewide approach, and currently is responsible for executing a majority of the responsibilities for EOEL-funded programs.

HB921 HD1, page 7, lines 3-7, speaks to "oversight." How do we and how will we define governance with regards to public Pre K? For this conversation, the Chairperson and members of the Board of Education, Superintendent of the Department of Education, the Chairperson and members of the Early Learning Board, and EOEL executive director, and other stakeholders need to be at the table. This conversation needs to happen. It would be premature to have HB 921 HD1 codify "governance" as written as Hawaii law. Governance of the Department of Education falls under the Board of Education.

Notably, since we only recently signed a statewide early childhood plan, it is critical that issues regarding governance are addressed now collectively. Any conflicts regarding governance would only serve to undermine the work underway.

Respectfully, any reference to governance through HB 921 HD1 should be eliminated.

Thank you for the opportunity to testify on this measure.

Respectfully,

Keith Hui

Pearl City/Waipahu Complex Area Superintendent

**HB-921-HD-1**

Submitted on: 2/20/2019 11:47:20 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kathleen Dimino	Department of Education	Oppose	No

Comments:

On behalf of the Baldwin-Kekaulike-Maui and Hana-Lahainaluna-Lanai-Molokai Complex Area Superintendents and principals, we offer the following testimony for HB 921 HD1:

In 2012, Act 178 provided legislation to implement a governing board to guide the development of a comprehensive statewide early childhood development program. Hawaii State Department of Education (HIDOE) personnel from the Superintendent, Complex Area Superintendents, administrators and teachers cheered. We knew from the challenges presented during the years that junior kindergarten was established that kindergarten was not the answer for our four-year-old students; we knew that early childhood curriculum was the solution.

The issue of expanding PreK in HIDOE has never been because of a lack of knowledge about early learners, but rather the ability to fund early education programs.

When the Early Learning Board (ELB) and Executive Office of Early Learning (EOEL) were established a valuable partnership was created with the Department. The current implementation model has worked well for Maui schools. EOEL provides funding for a teacher and education assistant, \$5,000 startup classroom costs and \$1,000 in funding each year thereafter to maintain supplies in the classroom. EOEL provides administrators and teachers with professional development and coaching through a partnership with the University of Hawaii, processes PreK applications, and deals with issues that may arise when a child is not accepted into an EOEL classroom.

In this current model, principals are given the autonomy to hire and supervise teachers and make decisions about how to spend classroom funds. If complexes have the funding, they are permitted to open PreK classrooms in their area and EOEL has graciously allowed staff from those programs to attend professional development provided for the EOEL classroom.

**This is why we oppose HB 921 HD1 as it purposefully strips the oversight authority of HIDOE for its public PreK programs.** Why interfere with a partnership

and model that is working? The proposed legislation is counterproductive to the Department's vision for innovative programs that meet the needs of our unique school communities. Given the proper funding, and this means a different way to look at WSF, HIDOE is more than capable of providing PreK programs in its schools.

HB 921 HD1 does not align with the spirit and intent of the 2012 law that established EOEL and charged it with expanding access to help more of Hawaii's 4-year-olds to have a quality early education experience. Rather, it prohibits HIDOE schools from opening PreK classroom with the use of funds they may have been able to scrape together because of a high demand for PreK programs in devastatingly low-income areas.

Sincerely,

Lindsay Ball, Complex Area Superintendent – HLLN (Canoe)

Kathleen Dimino, Complex Area Superintendent – BKM

Timothy Shim, Principal, Kalama Intermediate School

Tami Marie Haili, Principal, Haiku Elementary School

Amy Strand, Principal, Pukalani Elementary School

Halle Maxwell, Principal, Kihei Elementary School

Cynthia Rothdeutsch, Principal, Kamalii Elementary

Paula Inouye, Principal, Waihee Elementary School

Kim Otani, Principal, Pomaika'i Elementary School

Beverly Stanich, Principal, Wailuku Elementary School

Chris Sanita, TA Principal, Hana High and Elementary School

Rebecca Winkie, Principal, Princess Nahienaena Elementary School

Richard Carosso, Principal, Makawao Elementary School

Chad Okamoto, Principal, Puu Kukui Elementary School

Elton Kinoshita, Principal, Lanai High and Elementary School

Kehau Luuwai, Principal, Paia Elementary School

Catherine Kilborn, Baldwin High School

**HB-921-HD-1**

Submitted on: 2/19/2019 8:50:48 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
William N. Arakaki	Department of Education	Oppose	No

Comments:

Complex Area Superintendent Testimonyã€€

As the Complex Area Superintendent of Kapaa-Kauai-Waimea, I must oppose HB 921 HD1 as currently proposed.ã€€

I have been a CAS, principal, and educator for 39 years. I am excited that as a state we have convened all stakeholders at the table to increase access to quality Pre-Kindergarten.ã€€

The Hawaii State Department of Education has the capacity to design out a statewide approach, and currently is responsible for executing a majority of the responsibilities for EOEL-funded programs.ã€€

HB921 HD1, page 7, lines 3-7, speaks to "oversight." How do we and how will we define governance with regards to public Pre K? For this conversation, the Chairperson and members of the Board of Education, Superintendent of the Department of Education, the Chairperson and members of the Early Learning Board, and EOEL executive director, and other stakeholders need to be at the table. This conversation needs to happen. It would be premature to have HB 921 HD1 codify "governance" as written as Hawaii law. Governance of the Department of Education falls under the Board of Education.ã€€

Notably, since we only recently signed a statewide early childhood plan, it is critical that issues regarding governance are addressed now collectively. Any conflicts regarding governance would only serve to undermine the work underway.ã€€

Respectfully, any reference to governance through HB 921 HD1 should be eliminated.ã€€

Thank you for the opportunity to testify on this measure.



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
WINDWARD OAHU DISTRICT  
46-169 KAMEHAMEHA HIGHWAY  
KANEOHE, HAWAII 96744

February 19, 2019

As the Complex Area Superintendent of the Castle-Kahuku Complex Area, I must oppose HB 921 HD1 as currently proposed.

I have been a CAS, principal, teacher, and a professional continuous learner for 18 years with the Hawai'i Department of Education. I am excited that as a State, we have convened all stakeholders at the table to increase access to quality pre-kindergarten programs.

The Hawai'i State Department of Education has the capacity to design a statewide approach, and currently is responsible for executing a majority of the responsibilities for EOEL-funded programs.

HB921 HD1, page 7, lines 3-7, speaks to "oversight." How do we and how will we define governance with regards to public Pre-K? For this conversation, the Chairperson and members of the Board of Education, Superintendent of the Department of Education, the Chairperson and members of the Early Learning Board, and EOEL executive director, and other stakeholders need to be at the table. This conversation needs to happen. It would be premature to have HB 921 HD1 codify "governance" as written as Hawai'i law. Governance of the Department of Education falls under the Board of Education.

Notably, since we only recently signed a statewide early childhood plan, it is critical that issues regarding governance are addressed now collectively. Any conflicts regarding governance would only serve to undermine the work underway.

Respectfully, any reference to governance through HB 921 HD1 should be eliminated.

Thank you for the opportunity to testify on this measure.

Sincerely,

A handwritten signature in blue ink, appearing to read "Matthew C.W. Ho".

Matthew C.W. Ho  
Complex Area Superintendent  
Castle-Kahuku Complex

**HB-921-HD-1**

Submitted on: 2/20/2019 9:06:39 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Ray Mizuba	Kaumana Elementary School	Oppose	No

Comments:

I oppose this bill because it would make another agency incharge of something on my campus inwhich I am responsible for by law.



**HB-921-HD-1**

Submitted on: 2/20/2019 11:29:14 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Sandra Watanabe	Alvah Scott Elementary	Oppose	No

Comments:

Sandra Watanabe, Principal Alvah Scott Elementary, Hawaii State Department of Education

**HB-921-HD-1**

Submitted on: 2/19/2019 7:14:11 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Linell Dilwith	Hawaii DOE	Oppose	No

Comments:

Linell Dilwith, Complex Area Superintendent, Honolulu District, Hawaii Department of Education

**HB-921-HD-1**

Submitted on: 2/20/2019 6:55:29 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Bob Davis	DOE	Oppose	No

Comments:

As the Complex Area Superintendent of Leilehua, Mililani and Waiialua I must oppose HD 921 HD1 as currently proposed.

I have been a CAS for two years, and prior elementary principal for five years with a total time in education of 24 years. I am excited that as a state we have convened all stakeholders at the table to increase access to quality Pre-Kindergarten.

The Hawaii State Department of Education has the capacity to design out a statewide approach, and currently is responsible for executing a majority of the responsibilities for EOEL-funded programs.

HB921 HD1, page 7, lines 3-7, speaks to "oversight." How do we and how will we define governance with regards to public Pre K? For this conversation, the Chairperson and members of the Board of Education, Superintendent of the Department of Education, the Chairperson and members of the Early Learning Board, and EOEL executive director, and other stakeholders need to be at the table. This conversation needs to happen. It would be premature to have HB 921 HD1 codify "governance" as written as Hawaii law. Governance of the Department of Education falls under the Board of Education.

Notably, since we only recently signed a statewide early childhood plan, it is critical that issues regarding governance are addressed now collectively. Any conflicts regarding governance would only serve to undermine the work underway.

Respectfully, any reference to governance through HB 921 HD1 should be eliminated.

Thank you for the opportunity to testify on this measure.

**HB-921-HD-1**

Submitted on: 2/20/2019 11:59:03 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Rory Souza	Honoka'a Elementary School	Oppose	No

Comments:

**HB-921-HD-1**

Submitted on: 2/20/2019 4:07:10 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Scott Moore	Waialua Elementary School	Oppose	No

Comments:

As the principal of Waialua Elementary, I must oppose HD 921 HD1 as currently proposed.

I have been principal, and educator for 26 years. I am excited that as a state we have convened all stakeholders at the table to increase access to quality Pre-Kindergarten.

The Hawaii State Department of Education has the capacity to design out a statewide approach, and currently is responsible for executing a majority of the responsibilities for EOEL-funded programs.

HB921 HD1, page 7, lines 3-7, speaks to "oversight." How do we and how will we define governance with regards to public Pre K? For this conversation, the Chairperson and members of the Board of Education, Superintendent of the Department of Education, the Chairperson and members of the Early Learning Board, and EOEL executive director, and other stakeholders need to be at the table. This conversation needs to happen. It would be premature to have HB 921 HD1 codify "governance" as written as Hawaii law. Governance of the Department of Education falls under the Board of Education.

Notably, since we only recently signed a statewide early childhood plan, it is critical that issues regarding governance are addressed now collectively. Any conflicts regarding governance would only serve to undermine the work underway.

I would also like to say that you cannot, reasonably, separate responsibility from authority. As principal and part of the DOE, I am responsible for the children on my campus. Therefore, as principal and part of the DOE, I would need a level of authority and to be part of the planning for classes taught on my campus. I am all for partnerships, working together, and respecting the expertise of others. I am not for being left out of a process.

The DOE and myself bring a lot of practical, real life experience to the table when it comes to educating young children. As an analogy, you might have the research staff at a medical school advise and support a hospital, but you would not have them run the hospital, disregarding the staff who run hospitals for a living.

Respectfully, any reference to governance through HB 921 HD1 should be eliminated.

Thank you for the opportunity to testify on this measure.

Scott Moore

Principal, Waialua Elementary School

**HB-921-HD-1**

Submitted on: 2/20/2019 2:41:14 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Dean Cevallos	Department of Education	Support	No

Comments:

This is important for all students to receive early education. This bill would be a start for all children to have the needs met to make sure they are prepared for education and are successful.

Mahalo to the Committee for its work and recognition, and for the opportunity to submit testimony.

My name is **Nālani Mattox-Primacio** and I am **in favor of HB921**.

**Please support clarifying/restating the current statute stating that the Executive Office of Early Learning is the lead agency responsible for oversight of the state funded Pre-K programs.**

As a former representative on the Early Learning Board, it is well known within the voting communities, families and neighborhoods, that The Executive Office of Early Learning (EOEL) has already erected the framework for pursuing a comprehensive early learning and development system for Hawaii. Numerous public, private and national resources have, and continue to support, the EOEL to grow this system through quality components and collaboration for all state-funded prekindergarten programs.

Future planned efforts must be kept under the oversight of EOEL as a stabilizing force. This perspective reflects a forward step in policy, frugal and appropriate use of initiative and existing basic cash investment and re-securing the public and private trust that has been earned.

My recommendation comes with concerns that *barriers to support an early learning system were erected* when 1) HIDOE provided an under-qualified workforce when prominent research indicated developing quality staff throughout Hawaii for young children under 8; and 2) HIDOE seems to resist continued family access to quality preschool in locations with high risk/low income to affect social determinants of poverty.

Quality and teaching standards in early learning are very different from K-12. I believe the Executive Office of Early Learning will use research, accountability standards, consistent teacher training and appropriate accreditation for this age set, as well as culturally relevant classrooms.

As a tax payer, an education professional and a parent, I ask you to **please support HB921**.

Mahalo nui loa,



Nālani Mattox-Primacio, M. Ed.  
PO Box 755  
Hauula, Hawai'i 96717  
[nalanimattox@gmail.com](mailto:nalanimattox@gmail.com)



**HB-921-HD-1**

Submitted on: 2/18/2019 8:38:27 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Ed Akiu	Individual	Support	No

Comments:

**HB-921-HD-1**

Submitted on: 2/18/2019 9:42:41 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Steve Bobilin	Individual	Support	No

Comments:

I support the Executive Office of Early Learning as the best and most appropriate agency for any Pre K programs in the state. As an early childhood professional with more than 30 years of experience working in public and private education, *I have little confidence* that the Department of Education as a system, has the expertise or ability to implement a preschool program of any quality. Missing are qualified teachers with coursework in child development—just because a teacher has a degree in elementary education does not mean he or she is qualified to plan and implement age appropriate curriculum. Early childhood teachers should have *significant college coursework in child development and appropriate preschool experience*. Simply passing an online exam, or taking a test should not magically transform an elementary teacher into a teacher who is able to effectively work with younger children. Administrators who plan early childhood programs should likewise have relevant experience and knowledge regarding quality early childhood programs. The Department of Education, as a whole, is ill-suited to provide leadership in this area.

**HB-921-HD-1**

Submitted on: 2/19/2019 7:19:49 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Emiko Kurosawa arakaki	Individual	Support	No

Comments:

**HB-921-HD-1**

Submitted on: 2/19/2019 9:11:27 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Elaine Yamashita	Individual	Support	No

Comments:

I strongly support HB 921 that clarifies the authority of the Executive Office on Early Learning. There is a distinct body of knowledge and practices for early childhood educators that is different from the typical K-12 classroom. Young children need much emotional support, continued development of social skills, and learn best through play-based learning activities. EOEL recognizes this and will work to provide high quality programs in the DOE and will support high quality programs in the private sector.

**HB-921-HD-1**

Submitted on: 2/19/2019 11:04:15 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Toni Fujimoto	Individual	Support	No

Comments:

I support the EOEL to continue overseeing pre-k programs in the state as experts in the field of early childhood development and the commitment to the keiki and their families.

**HB-921-HD-1**

Submitted on: 2/19/2019 11:45:48 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kathryn Takakuwa	Individual	Support	No

Comments:

**HB-921-HD-1**

Submitted on: 2/19/2019 1:21:07 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Elizabeth Hartline	Individual	Support	No

Comments:

EOEL was founded to develop an integrated system of care and supporting young children, prenatal to age five, and has brought the incredibly diverse stakeholders together to develop a plan for supporting our young children and their families. Viewing the first years of life as a crucial and connected spectrum in which the needs of children and their families are different than those of older children is vital to understanding why it is important to keep pre-k under the supervision of EOEL, where this expertise is housed.

**Young children are different than older children.** Many four-year-olds are not fully toilet trained. They cannot tie their shoes. They still need daily naps. They need highly attentive playground supervision. We know these things intuitively, and having their care and curriculum overseen by an agency whose sole responsibility is being experts in what 0-5 year olds need is common sense.

**Logistical simplification does not always equal best practice.** Let's be real - it is complicated for principals to have to deal with another state agency for the pre-k programs at their school. However, it is vitally important, especially as we make a foray into supporting younger children, that those children have dedicated advocates who can ensure that their needs are being met. The DOE does not have the expertise that it needs to do this; EOEL does.

**Putting pre-K under the DOE does not eliminate the EOEL.** The argument for decreased costs by eliminating EOEL and moving pre-K under the purview of the DOE still leaves the 0-4 year old children of Hawai'i with EOEL as their advocates - so is not an effective argument. EOEL still exists, and is being funded. Moving 4 year olds to the responsibility of the DOE only fragments what the EOEL has tried to make into a more cohesive system. I do not believe that anyone can rightfully argue that the DOE should be the coordinating organization for the care and well-being of 0-4 year olds in this state; there is still a need for EOEL.

**Moving pre-k to the DOE still leaves the support of 4-year olds in private care or Head Start up in the air.** EOEL is in a unique position of being a coordinator of efforts and a voice for multiple constituencies of caregivers and families of children 0-5. Removing pre-k from their purview and putting it with the DOE would raise many questions about those many Hawai'i families whose children are not in state pre-k. Is

EOEL still responsible for coordinating their care? Does the DOE become another 4-year-old stakeholder in the conversation at the table with EOEL? Or is no one then representing the 4-year-olds in other care?

We are setting the groundwork now for a system that has the potential to truly support our youngest learners. It is crucial that the experts who have devoted their lives to knowing what high-quality looks like in early childhood education are the ones responsible for building what is to come.



HOUSE OF REPRESENTATIVES  
THE THIRTIETH LEGISLATURE  
REGULAR SESSION OF 2019

COMMITTEE ON FINANCE

Rep. Sylvia Luke, Chair  
Rep. Ty J.K. Cullen, Vice Chair

Dana Ciacci  
danaciacci@yahoo.com

Thursday, February 21, 2019  
12:30pm

**Testimony in SUPPORT of HB 921**

Aloha. My name is Dana Ciacci. I have served in various capacities within the field of early childhood education through public, private, and nonprofit organizations over the last 25 years. Currently, I am a graduate student pursuing my MEd in Early Childhood Education. I am providing my personal testimony in **support of HB 921**. Specifically, SECTION 3. Section 302A-1111, Hawaii Revised Statutes, is amended by amending subsection (a) to read as follows: “provided that state-funded prekindergarten programs other than special education and Title I funded programs shall be administered by the executive office on early learning.”

Pre-K is not mini-kindergarten. Early education is a discipline that calls for a distinct set of skills and practices based on a research based body of knowledge. Early educators view a child through a multidimensional lens. Practice in this field involves inspiring the holistic development of a child through play, social interactions, family engagement, meaningful conversations, and language experiences.

The majority of Hawai'i's public school teachers have not experienced specific preparation in the discipline of child development and early childhood education and field experiences with Pre-K children in early childhood settings. In general, the DOE is tasked with providing education, and teachers are more comfortable implementing teacher-led lessons that focus on subject matter that focuses on addressing discrete benchmarks and standards rather than the more encompassing interdisciplinary body of knowledge that informs the field of early childhood education. Research supports the fact that domain specific teaching that happens outside of domain general pedagogical approaches can be at the least ineffective and at worse, costly, resulting in detrimental long term individual and societal outcomes.

Collaboration and coordination between the Department of Health, Department of Human Services, Head Start, Executive Office of Early Learning, higher education early childhood teacher preparation programs, private, and nonprofit providers who have been long engaged in providing funding, resources, and services to the young children, families and communities of Hawai'i compose the critical core of the early learning infrastructure.

K-12 leaders who are unfamiliar with community-based providers may not realize that early education has been occurring outside the school system for decades and that these organizations have already invested a significant amount of financial and human resources in supporting families and young (birth-5 years old) through established programs and partnerships. This unfamiliarity is illustrated in a quick comparison of DOE (Pre-K School

Readiness Action Plan) and EOEL (Early Childhood State Plan 2017-2022) commitments in the areas of Parent Engagement and Partners:

Parent Engagement	
DOE	EOEL
Connect our teachers within their community for parent education programs; our high school students in HIDOE teacher academies will lead public presentations for parents and business leaders; provide resource materials and strategies that parents can use at home	Early childhood providers from home visitation, center-based, home-based child care, early childhood special education, and child care resource and referral are being trained on Hawaii's Family partnership Guidelines (FPGs) to strengthen skills in working with families to improve child outcomes. The FPGs were created in 2013 through the EOEL.
Partners	
DOE	EOEL
Continue to work closely with Head Start and Charter Schools to complement and support efforts as we grow capacity statewide	Work collaboratively and collaboratively across sectors. System building includes developing policies, programs and partnerships that address the comprehensive developmental needs of all children in a collaborative manner. Included in the plan are DOE, DOH, DHS, Charter Schools, and the (4) early childhood settings recognized by the State of Hawaii: Home- based (home visiting), Center-based, Family Child Care (including Family/Friend/Neighbor care or FFN) and Family-Child Interaction Learning Programs (FCILP)

I strongly urge the committee to **pass H.B. 921** for the purpose of preserving the autonomy and dedication that will allow the Executive Office of Early Learning to leverage the existing infrastructure to secure and ultimately implement, a sustainable, high quality, equitable, and accessible state-wide early learning system and developmentally, culturally, and linguistically effective state funded PreK programs.

Thank you for the opportunity to submit my personal testimony.

Respectfully,

Dana Ciacci

**HB-921-HD-1**

Submitted on: 2/19/2019 1:37:51 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Yan Yan Imamura	Individual	Support	No

Comments:

I support HB 921 that restates the Executive Office on Learning's authority. Early Childhood Education requires specific knowledge and practices which EOEL appreciates and supports. I am in support of EOEL working with DOE and private programs to promote high-quality early childhood programs.

**HB-921-HD-1**

Submitted on: 2/19/2019 1:45:52 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kali Linder	Individual	Support	No

Comments:

Aloha,

As an early childhood educator, ***I strongly support HB921*** which will more clearly separate the Department of Education (DOE) and the Executive Office of Early Learning (EOEL). This is critical as Hawai'i currently lags behind the rest of the country in regards to providing quality, universal PreK education. Our keiki are the greatest investment we can make for the future of Hawai'i and the EOEL plays a critical role as leaders to ensure that ***all*** families and children have access to quality early education.

Research has shown that high-quality education during the earliest stages of a child's development provides an important foundation for later educational and life-long success. Additionally, early childhood is a special and unique time in a child's development and it is of critical importance that Hawai'i provides expert care, age-appropriate curriculum and learning strategies by qualified educators who have a foundational knowledge based in child development.

The EOEL has provided support and training necessary to build developmentally appropriate classroom environments, curriculum and qualified staff required to address the needs of our youngest keiki, particularly at this critical time of classroom expansion. Therefore, I respectfully urge the committee to support HB921 and commit to invest in the education of Hawai'i's youngest children and thusly, to invest in our future.

Mahalo nui,

Kali M. Linder

ME.d & Preschool Kumu

He'eia, O'ahu

**HB-921-HD-1**

Submitted on: 2/19/2019 4:26:38 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Jane Dickson	Individual	Support	No

Comments:

I strongly support HB 921 stating the Executive Office of Early Learning's authority. Early Childhood Education has a distinct body of knowledge and practices (based on understanding of child development, working with the whole child in relation to her/his family and community, and building relationships) for high quality programs that EOEL appreciates and supports. The Executive Office of Early Learning will work with DOE and with private programs to support high quality early childhood education.

**HB-921-HD-1**

Submitted on: 2/19/2019 6:16:33 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Deborah Morrow	Individual	Support	No

Comments:

To the members of the House Finance Committee:

Thank you for taking the time to hear my perspective. My name is Deborah Morrow, and I am a 14 year special education preschool teacher veteran currently teaching in an EOEL preschool at Kailua Elementary School.

When I started out as a teacher, my background was in Elementary Education K-6 and Special Education K-12. I was placed in a special education preschool included with Head Start at Kailua Elementary. It was quite a culture shock to teach alongside teachers trained in Early Childhood Education (ECE) because the theory base that undergirds ECE is not the prevailing theory base for elementary education. In my years teaching with my Head Start partners, I began to see there were holes in my knowledge and to be an effective early educator, I needed to go back to school, which I eventually did, to obtain a masters degree in Early Childhood Education.

I tell you my background, not to establish myself as a bad teacher, but as an uninformed one. I didn't know what I didn't know. I didn't know the brain research that explains why early experiences are so critical to brain development. I didn't know the research that supported play as pedagogy. So when I was called upon to make decisions or provide input on early childhood education at Kailua Elementary, my thoughts weren't well-informed—but I didn't know that.

When our schools were tasked with creating a junior kindergarten, my administrator, who was smart and strategic, but not trained in early childhood, made the decision to place a struggling 5th grade teacher in junior kindergarten. It made perfect sense, the teacher struggled with the rigors of teaching in a testing-grade and junior kindergarten was essentially a "baby kindergarten" where children were given an extra, less rigorous year to get their feet wet before going to a real kindergarten. Why did we think that way about junior kindergarten? Because we didn't know what we didn't know. If we saw junior kindergarten as a critical year of life, where all the brain research shows the most significant growth, where concepts become cemented into the framework of the brain, would we have been so cavalier about the teacher we placed in that grade level? Would we have mentally categorized junior kindergarten as a less rigorous kindergarten where children can get their feet wet before going to "real kindergarten"? Of course not!

The Department of Education is a big machine, and many of its decision making parts are not yet trained in early education. Without a guiding body like the Executive Office of Early Learning, many decisions regarding preschool in the DOE will be made by people who don't know what they don't know. We will have preschool classrooms peopled with teachers who, prior to teaching preschool, instructed children at individual desks on paper-pencil tasks.

We have come a long way in establishing that quality early childhood education will lead to long term benefits for our keiki and our society. Now that we have accepted that knowledge, we must now accept that the reverse is also true—poor quality early childhood education experiences can be at worst, detrimental to that outcome, and at best, provide no positive benefit at all. We will have simply taken on an extra grade level and all the expenses that go with it, with no return on investment. We need to agree that the field of early childhood education differs from traditional elementary education. It requires specific training, for both the administrators who run the programs and the teachers who directly touch the children on a daily basis.

The governing body of the Executive Office of Early Learning, in partnership with the Department of Education, is equipped with the knowledge base to guide the DOE into creating a quality early childhood program, one that will reap all the benefits that quality early childhood education has been shown in research to do.

In my experience with EOEL so far, we were first asked to apply to be considered as an EOEL campus. In putting together our proposal, we demonstrated an interest in early childhood and a willingness to learn more. As you likely know, people who seek out information are more predisposed to accepting information. That is why it is so important schools demonstrate an interest in preschool, as opposed to having it thrust upon them.

We were asked to contact surrounding private preschools to ask about availability. That helped us to be cognizant of the schools and programs we were impacting when we provided a free preschool option.

We interviewed with EOEL, which forced us to really analyze what we had to offer the field of early childhood. And when accepted, a team from our school attended multiple trainings over the course of a school year to make sure the decision-making powers of Kailua Elementary understood the research that informs early childhood education. The importance of early childhood education was therefore reinforced for us, such that we were predisposed to be thoughtful about where we placed the classroom, what we furnished it with, who we hired to work in it, and how we would continue to support it. It may appear slow-going state-wide, but our work at Kailua Elementary in preschool will no longer be ill-informed. I would hope that one day, every preschool campus in the vast DOE machine is equally informed. Even if that takes a little bit of extra time.

I strongly feel that the Executive Office of Early Learning needs to be an independent entity charged with administering early learning efforts in the state and answerable to the Early Learning Board (ELB). The EOEL should also have the authority to administer early learning programs including the state funded PreK. EOEL is better equipped at this time to implement the roll-out of a quality preschool program to ensure that preschool is not just an expensive extra year of state funded education, but a quality start to school that sets a long term trajectory for children's success.

Please consider supporting HB921 and thank you for your time.

Mahalo,

Deborah Morrow

Kailua Elementary School



Cherilyn Shiinoki  
3438 Kaohinani Drive  
Honolulu, Hawaii 96817  
Email: cshiinoki@gmail.com

February 19, 2019

Representative Sylvia Luke, Chair  
Representative Ty J.K. Cullen, Vice Chair  
House Finance Committee  
State Capitol  
415 South Beretania Street  
Honolulu, Hawaii 96813

Dear Honorable Members of the Hawaii State Legislature,

I would like to provide my strong support for HB921, HD1 investing in high-quality, developmentally appropriate early learning programs under the purview of the Executive Office of Early Learning. I have three children, who have attended various early learning programs and services. I say, "Early Learning" because the early years, prenatal to age eight years, are critical to set up the foundations to success in a child's academic career and in life. In my capacity as the Parent Representative on the Early Learning Board, I humbly request for your support of the HB921 and the Executive Office on Early Learning.

During these early years, learning is about the whole child, physically, cognitively, and social-emotionally. Early learning is not just in the classroom and does not begin at age 4 years at PreKindergarten. It is everywhere the child is – at home, at their auntie's house, family child care provider's home, early learning center, at the grocery store or at the park with family. It begins prenatally with their family. Early learning is far more dependent on a range of community supports: health, wellness, education, and family support and therefore needs to stand separately from other State Departments in order to coordinate and collaborate with all of them. Early learning supports come from community programs such as parenting programs, medical and dentistry professionals, early intervention specialists, infant and toddler mental health professionals, early learning providers, and those that care for young children inside their homes (family child care, and family, friendly neighbor care).

The Executive Office on Early Learning (EOEL) was established to ensure that Hawaii has an effective, coordinated, high quality early learning system. The newly released Early Childhood State Plan addresses all of the system support needs to accomplish this. State funded PreK programs under the purview of the EOEL have been very successful because of the care taken to ensure that the workforce and principals receive professional development and mentoring support to meet the early learning needs of our young children. While state funded PreK classes are not currently available for prenatal – age 3, the EOEL and the Early Learning Board does work closely with stakeholders to ensure that they are part of the early learning system and not forgotten.

As a parent and advocate for families, I need to know that the State has an agency to care for all of the needs our children have, beginning prenatally and throughout the transition to formal K-12 education. The Executive Office of Early Learning is dedicated to developing the whole child and I am assured that with its commitment to children and families, prenatal to age 8 years, they will make steady progress towards providing quality early learning supports for all. With this long range commitment, I respectfully request that you support HB921 as it is written, to transfer early childhood education from the Department of Education to the Executive Office of Early Learning.

Respectfully,

  
Cherilyn Shiinoki

**HB-921-HD-1**

Submitted on: 2/19/2019 8:15:18 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Rob Paglinawan	Individual	Support	No

Comments:

I am sending a testimony in SUPPORT of HB0921. I strongly believe that EOEL has the capacity and expertise to spearhead the public PreK programs and should be allowed to. Years ago, the DOE unsuccessfully rolled out the Junior Kindergarten programs simply because they lacked the support of an entity that had extensive knowledge-base of early childhood education. This is what the Executive Office of Early Learning was created for. In the past 5 years that a public PreK classroom was at my school, I have seen tremendous growth not only in the teacher but also in the students. Not only has the EOEL provided the teacher with effective professional development on early childhood education but it has also provided her with impressive mentorship. She takes back all the expertise she gains from the professional development that EOEL provides and applies it to her practices.

Thank you for your time and consideration

**HB-921-HD-1**

Submitted on: 2/19/2019 8:36:33 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Mei Arakaki	Individual	Support	No

Comments:

As an Early Childhood Education student, I feel that it is vital to place the care of our early learners in the hands of capable individuals, and should the executive office on early learning become the overseer of their education, young children attending these programs would benefit greatly. "Good beginnings never end" is a phrase I've heard often in my years of learning to nurture young children to become lifelong learners, and never have I heard anything truer. By giving young children a solid foundation in their earliest years, we set them up for success, and in the long run benefits society as a whole. From the moment they're born to age four are some of the most formative years for a child, and their development in those years have very specific needs as well. Those needs may not be adequately met if their education is overseen by people who do not specialize in the early education field. That's why it is so important that we authorize the executive office of early learning to serve as the overseer of state funded early learning programs.

**HB-921-HD-1**

Submitted on: 2/19/2019 8:38:06 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Cindy Yun-Kim	Individual	Oppose	No

Comments:

Cindy Yun-Kim, Principal, Kaahumanu Elementary/KMR Complex Area

**HB-921-HD-1**

Submitted on: 2/19/2019 9:01:36 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Brie Fukumoto	Individual	Support	No

Comments:

Children are born with a set of genes that are stimulated by their environment which builds the foundation for children. Experiences from birth to age 5 are critical for a child's developmental milestones and if not stimulated, developmental milestones may be missed which has been shown to affect later development. Providing children with a high-quality education during this time is a small price for later success. As a preschool teacher in the department of education, I am able to work with children to provide opportunities for growth and experiences needed to address the transition into kindergarten. Provided with various professional development and accountability visits, I am able to share the love of learning with the students and families I work with. Having consistency and a governing agency to oversee and maintain the standard of high-quality education for children at this age is important for the transition to elementary school. I support House Bill 921 in their efforts to improve early childhood education. It is a needed investment for our future learners.

**HB-921-HD-1**

Submitted on: 2/19/2019 9:15:25 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Joseph Halfmann	Individual	Oppose	No

Comments:

**HB-921-HD-1**

Submitted on: 2/19/2019 11:02:58 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Michelle DeBusca	Individual	Oppose	No

Comments:

Michelle DeBusca, Principal at Ala Wai Elementary School.

**HB-921-HD-1**

Submitted on: 2/20/2019 12:02:38 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Laurie Takeno	Individual	Support	No

Comments:

**Testimony IN SUPPORT of HB 921 - RELATING TO EDUCATION**

To the Committee on Finance:

I would like to express my strong support of HB 921. I ardently believe that families--regardless of their socioeconomic status, culture or other background--should have choice in the type of affordable early childhood programming available to them. While I am happy the State legislature and the Governor is increasingly aware of the need to publicly fund early childhood education (ECE) programs (particularly for low to middle-income wage earners like myself who do not qualify for state assistance but also do not make enough to afford the cost of childcare), I believe it is extremely important for the State to continue to develop a system of early care and learning that honors family choice and provide options for the various types of publicly funded ECE programming available to them. We should learn from the current ECE models that are working and having powerful impact on families like my own. Like so many of Hawaii's working families, soon after my children were born I had to return to work and needed to find ECE programs that best fit our family's needs at the time. My children greatly benefited from family child interaction learning programs as well as the center-based laboratory schools for ECE programs at our State's universities. My own search for quality education and care for my children taught me that ECE programs must not only be affordable, but must also fit the family's needs and be staffed by well-trained educators in ECE-specific content and pedagogy.

The Executive Office of Early Learning (EOEL) has developed a community-driven strategic plan that integrates the various types of ECE models across the State which allows families the ability to continue to choose from the various types of ECE programs out there at a more affordable cost. The strategic plan also includes a clear vision for highly qualified teachers who are well-trained in ECE-specific content, which research has correlated to positive outcomes for children. While publicly funded prekindergarten programming is a move in the right direction, it is important that our State create a system that actually works and has positive impact on children and families. I am concerned that pushing prekindergarten programs under the jurisdiction of an overwhelmed Department of Education will move public funds for early learning away



from a diverse array of high quality ECE programs that the EOEL is currently developing strong partnerships with: community-based programs like family child interaction learning programs, culture-based Hawaiian language immersion programs, faith-based and non-profit programs and other ECE programs that currently operate with some of our most seasoned, well-trained master teachers in the ECE field. To ensure the development of a successful, effective early learning system in our State, all state-funded prekindergarten programs in Hawaii should really be kept under the oversight of the EOEL. This allows our state's early learning system to have the flexibility and autonomy it needs to make decisions that do not always align with K-12 education needs and are more responsive to the needs of the community.

For the sake of our children and families, I urge the committee to pass HB921.

Respectfully,

LaurieAnn Takeno

TESTIMONY BEFORE THE HOUSE FINANCE COMMITTEE

PERSON TESTIFYING: Robyn S. B. Chun

DATE: Thursday, February 21, 2019

TIME: 12:30 PM

LOCATION: State Capitol Conference Room 308

TITLE OF BILL: HB 921, HD1 RELATING TO EDUCATION

Honorable Chair, Luke, Vice Chair, Cullen, and Committee Members Eli, Gates, Hashimoto, Holt, Kitagawa, Kobayashi, Matayoshi, Nakamura, Nishimoto, Todd, Wildberger, Yamashita and McDermott

I **strongly support HB0921** which clarifies the separate mandates of the Department of Education (DOE) and the Executive Office of Early Learning (EOEL) and authority of the EOEL to be the lead entity providing leadership over the administration of the state-funded PreK programs (with the exception of Title I funded and special education PreK).

I appreciate the forward thinking of our state lawmakers. Supporting early learning is a long term investment in the well-being of our state. **HB921, HD1 clarifies the autonomy and importance of the Executive Office of Early Learning to spearhead early learning system building efforts across entities serving children Pre-Birth through age 5 and their families. HB 921 also clarifies leadership of our fledgling state PreK programs under the instructional and administrative leadership of an office with specialized knowledge and expertise in supporting our youngest learners and their families.**

This is critical for several reasons:

- Administrative and instructional expertise in early learning (including PreK) is currently located in the EOEL.
- The present position of the EOEL as an attached, but independent office sharing the DOE infrastructure, supports the cross-sector collaboration essential to the creation of a comprehensive and integrated early learning system.
- The scope of the EOEL's work extends beyond 4-year-old programs and careful implementation is critical so that expansion of PreK does not jeopardize funding streams for all programs for young children (Prenatal through age 5) that depend on federal dollars.

First of all, efforts to initiate programs for 4-year-olds have exposed challenges when the DOE leads in this age level. The JrK program evaluation cites several implementation issues (Grace & Brandt, 2006). Because the DOE has historically not served children younger than kindergarten and is mandated to focus on education, it was difficult to provide the infrastructure that would enable teachers and administrators to create effective programs for young children and families from vulnerable populations in a

manner consistent with the interdisciplinary and holistic approach typical of early childhood education. In the 2015 legislative session, the Superintendent of the DOE testified that the “current DOE infrastructure with regards to early childhood recruitment, certification, capacity-building and resources to lead and support early learning is limited and underdeveloped” (HB820 HD 2 & SB 844 SD2, 2015). She deferred to the newly created EOEL to provide early childhood administrative and instructional leadership for our state PreK program.

This need still exists. The initial launch of our public PreKs in 2014 (before EOEL infrastructure positions including the Director could be filled) repeated many of the same errors of JrK and failed to incorporate key recommendations from JrK evaluation studies such as ensuring that teachers with “the highest level of qualifications in early childhood education” are placed in classrooms for 4-year-olds (Grace & Brandt, 2006, p. 60). Teachers with specialized preparation in the field of early childhood education is a minimum quality standard for state funded PreKs that is recommended by the National Institute of Early Education Research (NIEER, 2017).

Furthermore, based on statements from three principals at the most recent Early Learning Board Meeting (February 14, 2019), the EOEL’s leadership appears to be well received by schools that have entered into MOUs with the agency so that the EOEL can provide oversight to assist schools in building effective PreK programs. The EOEL instructional team has not only served the state PreK program well, but it has also been very generous in extending expertise, time and resources to instructional leaders and practitioners across state agencies and practitioners in the larger early learning community.

Second, over the past six years, the EOEL has successfully spearheaded broad initiatives to build an early learning system, bringing together diverse stakeholders to reach consensus:

- government agencies (DOH, DHS, DOE, Charter School Commission)
- higher education (2-year, 4-year and graduate teacher preparation programs throughout the University of Hawai‘i system and Chaminade University, the Center on the Family, P-3 Hawai‘i)
- early learning stakeholders in the non-profit sector (Head Start and Early Head Start grantees, Eleu organizations from the Native Hawaiian Community, Kamehameha Schools, Child Care Business Roundtable, Hawai‘i Children’s Action Network, Early Childhood Action Strategy, PATCH)
- professional organizations (Hawai‘i Association for the Education of Young Children, Hawai‘i State Teacher’s Association)
- and funders (the Samuel and Mary Castle Foundation, Omidiyar Foundation, Kamehameha Schools).

As the lead office, the EOEL has nurtured relationships across multiple agencies and diverse groups and facilitated dialogue needed to come to common understanding and to mobilize around shared kuleana. The Early Childhood State Plan (2019) which was spearheaded by the EOEL positioned the state to receive a nearly \$1 million US

Preschool Development Grant (Birth-5). This enables Hawai'i to engage in planning and strategic work to make progress on the development of a comprehensive and integrated early learning system. The status of the EOEL as an autonomous entity within government is critical. Answering to an Early Learning Board that includes a broad cross-section of public and private stakeholders is necessary to maintain the trust needed to move work forward, especially in light of provisions in our state constitution that make it difficult to develop a mixed-delivery system. Over the past six years, the EOEL has worked diligently to include all entities and garner the trust necessary to make progress in this arena together.

Finally, at the federal level, all of the funding streams impacting young children, prenatal through 5-year-olds (Head Start and Early Head Start, Child Care Development Block Grant, MIECHV, IDEA Part B and C, 2018 US Preschool Development Grant, etc.) are increasingly requiring that states show evidence of movement towards comprehensive, integrated early learning systems consistent with the recommendations of the Institute of Medicine/National Research Council (2015) report, *Transforming the Workforce for Children Birth Through Age 8*. I serve on several cross-sector workgroups and committees led by different agencies that address the workforce development components of the federal directives that are included in grants. An autonomous Executive Office of Early Learning is vital to facilitating the collaboration needed to ensure the state is well positioned to continue to receive federal funding for children (Prenatal through 5 years) and their families in the coming years.

The DOE's interest in participating in the complex sphere of early learning is relatively new. This is a delicate landscape where many entities operate in shared space and the actions of any one actor can have profound consequences on other programs. For instance, the creation of 4-year-old classrooms can potentially displace Headstart programs, reduce attendance in Native Hawaiian grant receiving Family Child Interactive Learning programs, or impact the income structure of nearby child care programs that receive DHS Child Care Development Block Grant subsidies.

Over the past six years, the EOEL learned to navigate in this shared space. If we hope to expand state funded PreKs, the state would do well to allow the EOEL to continue provide leadership to the DOE in the area of early learning. Sensitive decision making must consider the whole of the early learning system in order to mitigate unintended consequences on its parts. The EOEL has demonstrated the disposition to gather information carefully, respectfully consult with schools and other stakeholders, and exert well-informed leadership in issues concerning early learning.

For all these reasons, I strongly SUPPORT HB 921, HD1. Thank you for this opportunity to testify.



Robyn S. B. Chun, M.Ed.  
Director, Graduate Early Childhood Education Programs  
College of Education, University of Hawai'i at Mānoa

**HB-921-HD-1**

Submitted on: 2/20/2019 5:28:20 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Dena Akiu	Individual	Support	No

Comments:

**HB-921-HD-1**

Submitted on: 2/20/2019 5:34:34 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Alana Ducroix-Miyamoto	Individual	Support	No

Comments:

**HB-921-HD-1**

Submitted on: 2/20/2019 5:54:36 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
MALIA HANAKAHI	Individual	Support	No

Comments:

**HB-921-HD-1**

Submitted on: 2/20/2019 7:12:44 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Yuuko Arikawa	Individual	Oppose	No

Comments:

I am a new principal this school year.principal.

I am excited that we have convened all stakeholders at the table to increase access to quality Pre-Kindergarten. Our school firmly believes in this initiative as we have a new Head Start inclusion PreK partnership on our campus this school year.

The Hawaii State Department of Education has the capacity to design out a statewide approach, and currently is responsible for executing a majority of the responsibilities for EOEL-funded programs.

HB921 HD1, page 7, lines 3-7, speaks to "oversight."How do we and how will we define governance with regards to public Pre K? For this conversation, the Chairperson and members of the Board of Education, Superintendent of the Department of Education, the Chairperson and members of the Early Learning Board, and EOEL executive director, and other stakeholders need to be at the table. This conversation needs to happen. It would be premature to have HB 921 HD1 codify "governance" as written as Hawaii law. Governance of the Department of Education falls under the Board of Education.

Notably, since we only recently signed a statewide early childhood plan, it is critical that issues regarding governance are addressed now collectively. Any conflicts regarding governance would only serve to undermine the work underway.

Respectfully, any reference to governance through HB 921 HD1 should be eliminated.

Thank you for the opportunity to testify on this measure.



**HB-921-HD-1**

Submitted on: 2/20/2019 8:29:39 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Art Souza	Individual	Oppose	No

Comments:

**HB-921-HD-1**

Submitted on: 2/20/2019 8:30:08 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Susan Adler	Individual	Support	No

Comments:

I support HB 921 that clarifies the Executive Office on Learning's authority. Early Childhood Education has a distinct body of knowledge and practices (based on child development, the whole child in relation to her/his family and community, and building relationships) for high quality programs that EOEL appreciates and supports. Input from the EOEL is vital to assure high quality ECE program in our schools. As a UH professor of ECE I am concerned that DOE preschool teachers have coursework in curriculum for young children and experience working in a play oriented (rather than direct instruction) classroom where knowledge and learning are developmentally appropriate.

**HB-921-HD-1**

Submitted on: 2/20/2019 8:34:32 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Blaine Takeguchi	Individual	Oppose	No

Comments:

**HB-921-HD-1**

Submitted on: 2/20/2019 8:55:42 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Higa, Doreen Y	Individual	Oppose	No

Comments:

**HB-921-HD-1**

Submitted on: 2/20/2019 9:01:18 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Garrett Arakawa	Individual	Oppose	No

Comments:

**HB-921-HD-1**

Submitted on: 2/20/2019 9:13:56 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Lenn Uyeda	Individual	Oppose	No

Comments:

I just wanted to let you know that I feel Ma'ema'e Elementary School, as well as our Department of Education's, top priority is to ensure equity and access to all students which includes the PreK level regardless of economic status and geographical location. Our school already has a Sped PreK program that prospers and I am fully confident that we can do so for the rest of the PreK population. We are willing to partner with other groups such as the Executive Office on Early Learning, but we definitely do not want nor need them to oversee our school programs. Our school community of administrators, teachers, students, parents, and volunteers are prepared, and has the capacity, to implement and run a successful PreK program on our campus.

Lenn Uyeda  
Principal  
Ma'ema'e Elementary School  
319 Wyllie Street  
Honolulu, HI 96817  
(808) 595-5400

**HB-921-HD-1**

Submitted on: 2/20/2019 9:15:55 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Wilma Roddy	Individual	Oppose	No

Comments:

Wilma Roddy, Principal, Mountain View Elementary- Kau/Keaau/Pahoa Complex Area

**HB-921-HD-1**

Submitted on: 2/20/2019 9:37:19 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Amy Martinson	Individual	Oppose	No

Comments:



**HB-921-HD-1**

Submitted on: 2/20/2019 9:44:47 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Stacey Miller	Individual	Oppose	No

Comments:

As the vice principal of Wahiawa Elementary School, I must oppose HD 921 HD1 as currently proposed.

I have been a vice principal, and educator for 23 years. I am excited that as a state we have convened all stakeholders at the table to increase access to quality Pre-Kindergarten.

The Hawaii State Department of Education has the capacity to design out a statewide approach, and currently is responsible for executing a majority of the responsibilities for EOEL-funded programs.

HB921 HD1, page 7, lines 3-7, speaks to "oversight." How do we and how will we define governance with regards to public Pre K? For this conversation, the Chairperson and members of the Board of Education, Superintendent of the Department of Education, the Chairperson and members of the Early Learning Board, and EOEL executive director, and other stakeholders need to be at the table. This conversation needs to happen. It would be premature to have HB 921 HD1 codify "governance" as written as Hawaii law. Governance of the Department of Education falls under the Board of Education.

Notably, since we only recently signed a statewide early childhood plan, it is critical that issues regarding governance are addressed now collectively. Any conflicts regarding governance would only serve to undermine the work underway.

Respectfully, any reference to governance through HB 921 HD1 should be eliminated.

Thank you for the opportunity to testify on this measure.

**HB-921-HD-1**

Submitted on: 2/20/2019 9:53:39 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
charis sole	Individual	Support	No

Comments:

Aloha, my name is Charis Sole, and I **strongly support HB 921** in its clarification of the Executive Office on Early Learning roles, responsibilities, and oversight in the field of Early Childhood Education. As a practitioner I have worked in this field for over a decade in many capacities – home visitor, preschool staff (for both private and non-profit programs), an EA for the DOE, a developmental specialist, and an FCIL staff member – and have seen how the different parts of the Early Childhood field intermingle and intermarry within itself, but also how services are separated and siloed within its different programs. In order to be able to reach and serve all our keiki, it is critically important that we continue to support all providers that deal with the child and their family, especially in the pre-Kindergarten years. The State Departments of the Department of Education, Department of Health, and Department of Human Services as well as the various for profit and non-profit entities all play a role in the services they provide to young children and their families. The context in which the various programs operate and the need to work hand-in-hand with many parts of the larger system is imperative.

Steps are being taken within the State of Hawaii to begin to build an integrated early childhood system of care. It is my understanding that the Executive Office of Early Learning provides an official State office that partners with the various entities in coordination of these efforts, as no other Office has done in the State before. It is a gargantuan task to undertake and responsibility to fulfill, but one that is much needed as the field itself, as it stands today, is disjointed. In light of this, The Executive Office of Early Learning (EOEL) should stand on its own and be an independent entity charged with administering early learning efforts in the state and answerable to the Early Learning Board (ELB). In my view, HB 921 supports this effort and therefore **I strongly urge you to pass HB 921.**

Mahalo for the opportunity to use my voice as a citizen and voter, and submit this testimony.

**HB-921-HD-1**

Submitted on: 2/20/2019 10:04:13 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Michael Ching, MD, MPH	Individual	Support	No

Comments:

**HB-921-HD-1**

Submitted on: 2/20/2019 10:14:30 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Chad Matsuda	Individual	Oppose	No

Comments:

**HB-921-HD-1**

Submitted on: 2/20/2019 10:26:03 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Marcy Kagami	Individual	Oppose	No

Comments:

**HB-921-HD-1**

Submitted on: 2/20/2019 10:36:04 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
darlene bee	Individual	Oppose	No

Comments:

Darlene Bee, Principal Pahoia High & Intermediate School

**HB-921-HD-1**

Submitted on: 2/20/2019 10:46:49 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Sharon A. Beck	Individual	Oppose	No

Comments:

Sharon Beck, Principal, Ka'u High and Pahala Elementary

**HB-921-HD-1**

Submitted on: 2/20/2019 10:58:00 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Mary A S Paglinawan	Individual	Support	No

Comments:

I have been an early childhood educator for 13 years now, all in a public school setting. My degree was in elementary education and I was licensed to teach in another state from grades K to 12. But because I taught Kindergarten for the first 3 years of my teaching career, I was grandfathered into getting an early childhood certificate being unaware of what this really entailed. I continued to teach in the lower grades, First Grade, for 5 years before I moved to Hawaii. I then began my journey as one of the public PreK teachers here under the guidance of EOEL.

Even though I had an 8-year experience of teaching younger children, it wasn't until I worked closely with EOEL that I received high-quality professional development in early childhood education. The breadths of knowledge that the EOEL resource teachers imparted in me have been key to my success in PreK these past 5 years. With their guidance and support, I am more cognizant of how children develop in their younger years. Since I began my PreK career, my teaching methods have morphed from teaching just academic skills to teaching the whole child. I have come to understand that working with young children means knowing how they develop cognitively and physically and tying it into their social-emotional development. Through the professional development and mentorship that EOEL provides, I have gained a deeper awareness of how young children learn and I have been able to take what I've gained and apply it into my own classroom.

I am writing to testify that EOEL has the expertise and background in early childhood development to implement an effective, high-quality program. If we are to expand and add on more preschool classrooms in the next few years, it is imperative that EOEL remains the entity that oversees the early learning system in this state.

Thank you for the opportunity to testify in support of HB921.



**HB-921-HD-1**

Submitted on: 2/20/2019 11:16:38 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Cathy K Bell	Individual	Support	No

Comments:

I am a pediatrician and child & adolescent psychiatrist who has been practicing in Hawaii for 18 years. I am in support of HB921. There is indisputable neuroscience, child & family development, and family structure research that informs how to create an integrated, comprehensive, early childhood system of care. In the 1/16/2019 article by Lauren Moriguchi she shares the Early Childhood State Plan 2019-2014. It is imperative that we build on this momentum, remain laser focused on early childhood and let this group of experts in different specialities that work with young children and their families lead this important initiative. The research shows that achieving healthy early childhood outcomes leads to healthy teens and later healthy adults as well as significant cost-savings. This continues generation after generation, as the young children grow up and raise their own children. Alternatively, if we do not invest in early childhood, the health care costs, both physical and mental, will grow exponentially year after year.

Thank you for allowing me to submit my testimony.

Cathy K. Bell, MD

**HB-921-HD-1**

Submitted on: 2/20/2019 11:24:42 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kathy Kahikina	Individual	Oppose	No

Comments:

I am in opposition to this bill because as a principal with Head Start on the campus, it is difficult to manage personnel who are not officially yours. Having the ability to interview, select and hire my own teachers, has allowed me to build a staff who fit into what we have at the school. I have competent teachers who are able to provide PreK instruction to ensure that the students are given a solid foundation in order to build upon as they progress through our school system.

**HB-921-HD-1**

Submitted on: 2/20/2019 11:50:16 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Gwen	Individual	Support	No

Comments:

Dear Honorable Members of the Hawaii State Legislature,

I would like to provide my strong support for HB921, HD1 investing in high-quality, developmentally appropriate early learning programs under the purview of the Executive Office of Early Learning. The early years, prenatal to age eight years, are critical to set up the foundations to success in a child's academic career and in life. In my capacity as a parent of young children, I humbly request your support of the HB921 and the Executive Office on Early Learning.

I have 2 daughters, one who is 5-yearsold, and currently attends a nationally accredited Pre-K program; and another who attended another high-quality pre-K. I hold deep appreciation for the quality of care and meaningful learning experiences both have received. At the pre-K my younger daughter attends, her teacher greets and connects with us every morning with a smile and short conversation, maintaining a connection she has built with us over time. The peace of mind I have when I drop my 5-year old daughter off at school before I go to work every morning is priceless. In fact, both of the high-quality pre-K programs my children have attended engaged me, the parent, as a partner in my children's development. Both daughters love school and possess a love for learning that I attribute the foundation that their high-quality early learning experiences have laid.

The high-quality care and educational experiences my daughters have received are the result of the investment made in education and training of the teachers. The Executive Office of Early Learning (EOEL) was established to ensure that Hawaii has an effective, coordinated, high quality early learning system. The newly released Early Childhood State Plan addresses all of the system support needs to accomplish this. State funded Pre-K programs under the purview of the EOEL have been very successful because of the care taken to ensure the workforce and principals receive professional development and mentoring support to meet the early learning needs of our young children.

The Executive Office of Early Learning is dedicated to developing the whole child and I am assured that with its commitment to children and families, prenatal to age 8 year, they will make steady progress towards providing quality early learning supports for all. With this long range commitment, I respectfully request that you support HB921 as

it is written, to transfer early childhood education from the Department of Education to the Executive Office of Early Learning.

Respectfully,

Gwen Dufault



DAVID Y. ICE  
RECEIVED

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KEOLU ELEMENTARY SCHOOL  
1416 KEOLU DRIVE  
KAILUA, HAWAII 96734  
TEL: (808) 266-7818 • FAX: (808) 266-7832

FACSIMILE TRANSMITTAL SHEET

DATE: 2/20/19

TO: House Committee on Lower and Higher Education

FROM: Keolu Elementary School Karen Hamocan

Telephone No. 266-7818 Fax No. 266-7892

Number of pages (including transmittal sheet): 3

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/ of 2

**TESTIMONY BEFORE THE HOUSE COMMITTEE ON LOWER AND HIGHER  
EDUCATION**

**PERSON TESTIFYING:** FAX: 586-6201

Karen Y. Hamcon  
Educational Assistant III, EOEL Pre-K, Keolu Elementary School  
A.S. degree in Early Childhood Education, Chaminade University

**DATE:** Thursday, February 21, 2019

**TIME:** 12:30 p.m.

**LOCATION:** State Capitol Conference Room 308

**TITLE OF BILL:** HB921 RELATING TO EDUCATION

Honorable Chair Woodson, Vice Chair Perusso and committee members DeCoite, Johanson, Kobayashi, Ohno, Quinlan, Tamas, Tokioka and Okimoto

Good afternoon. While I am unable to be there in person to attend today's hearing on this very important HB921, I thank you for allowing me to provide my support via written testimony.

I have been with Keolu Elementary School as an Educational Assistant III since 2015, the first year that an Executive Office of Early Learning (EOEL) Pre-Kindergarten (Pre-K) class was offered. With my background of having an Early Childhood Education (ECE) degree along with 7 years of experience with Kamehameha Preschool, I found being in a "start-up" classroom an exciting challenge. Although the lead teacher taught in elementary as well as junior kindergarten, he had a steep learning curve on how a developmentally appropriate Pre-K classroom should function. There was ongoing support provided by the EOEL staff and we worked together as a team using play-based curriculum for social and emotional, physical, language and literacy and cognition development.

Children who attend a highly qualified Pre-K program learn by having indoor and outdoor environments set up in an intentional manner with open-ended materials which promotes self-regulation and critical thinking. In order to achieve this, teaching staff should have early childhood education and experience. EOEL provides classroom

2 of 2

support, professional development and guidance with getting more teachers to be highly qualified.

Having a state-funded program offers high-risk children, low-income families and disadvantaged children an opportunity to receive high-quality early education. This would make them more likely to be successful when they enter kindergarten and independent learners going forward..

Our Principal fully supports ongoing EOEL training for Preschool, Pre-K, Kindergarten, Grades 1 and 2 teachers and educational assistants which she attends as well as a District Office representative.

In addition to Pre-K, EOEL has brought in a prenatal to age 5 program to our school, which has been a wonderful addition to our community of learners.

ECE is a highly specialized field and EOEL maintains high standards for the Pre-K program. They have the expertise and have developed a system to keep this program on track for expansion. They should be allowed to oversee this program to continue the momentum.

While all communities would probably like to have Pre-K offered at their elementary schools, it should be noted that this program is not a day care. Rather, we need to ensure the facilities and staff meet the needs of what is developmentally appropriate to ensure these children have a solid social and emotional foundation in order that they can be successful in their educational trajectory.

It is with deep compassion that I strongly support HB921 which clarifies the separate mandates of the Department of Education (DOE) and the Executive Office of Early Learning (EOEL) and authority of the EOEL to be the lead entity providing leadership over the administration of the state-funded Pre-K programs (with the exception of the Title I funded and special education programs).

Respectfully submitted,  
Karen Hamocon

**HB-921-HD-1**

Submitted on: 2/20/2019 3:08:08 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Laurie Luczak	Individual	Oppose	No

Comments:

We cannot limit access to early education nor continue to create a tiered system in education.

Principals and teachers of the Department of Education are well equipped and prepared to continue managing Early Education programs (PreK) along with educational programs on their campus.



**Testimony IN SUPPORT of HB 921**  
**RELATING TO EDUCATION**

February 20, 2019

Dear Committee on Finance Members:

As a constituent and concerned citizen, I would like to show my **ardent support of HB 921**. As the State moves toward developing a publicly funded early learning system, I believe it is extremely important for the State to continue to develop a system of early care and learning that is in the best interest of children and families. If we are to effectively address some of the symptomatic problems of Hawaii today, like homelessness, then we must start from the beginning and provide **quality** early childhood programming that has proven to make a difference in children and families lives. Research on effective early childhood education tells us that programs must meet the cultural needs of families and that early childhood educators must be trained in early childhood specific content (as opposed to general K-12 education training). I have worked in preschools programs and have seen and experienced first-hand the demands on a preschool teacher. I know how critical it was for me understand how children develop and to learn evidence-based best practices that meet children in their current developmental stage.

The Executive Office of Early Learning (EOEL) has developed a community-driven strategic plan that integrates the various types of ECE models across the State which allows families the ability to continue to choose from the various types of ECE programs out there at a more affordable cost. The plan also integrates a comprehensive professional development network to train teachers in early childhood-specific content. While we need publicly funded early childhood programs in our state, we must be careful to create a system that actually works and will have positive impact on families for the lifelong success of their children. Without the EOEL in charge of state-funded kindergarten programs, I am concerned our public funds will be used to create a push-down version of kindergarten which is proving not to work in other States. It will also take public funds away from a diverse array of high quality ECE programs that we know work: community-based programs like family child interaction learning programs, culture-based Hawaiian language immersion programs, faith-based and non-profit programs and other ECE programs that currently operate with some of our most seasoned, well-trained master teachers in the field. To ensure the development of a successful early learning system in our State, **I humbly ask you to pass HB921** so that all state-funded prekindergarten programs in Hawaii are kept under the oversight of the EOEL.

Sincerely,

Kiele Lehel

kiele.lehel@gmail.com

**HB-921-HD-1**

Submitted on: 2/20/2019 5:21:45 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Andrea Quinn	Individual	Oppose	No

Comments:

Dear Honorable Committee Members:

Please oppose HB921. The Executive Office on Early Learning was created by former governor Neil Abercrombie, a man who knew so much about education that he stacked the entire Board of Education with members of the business community and not one teacher.

There is no evidence showing there would be an advantage to placing all Prekindergarten schools under the purview of Abercrombie's Executive Office on Early Learning.

Thank you for the opportunity to present my testimony.

Andrea Quinn

Kihei



UNIVERSITY  
of HAWAII\*  
MĀNOA

**LATE**

**Fax Transmission**

**To: Rep. Sylvia Luke, Chair (FIN)**  
**fax: 808-586-6201**

**From: Mari Uehara, M.D.**  
**Number of pages: 2 (including this page)**

**Re: Testimony in Support of HB 921: RELATING TO EDUCATION, Feb. 21,  
2019 12:30pm, Conference room 308**

Dear Chair Luke,

Included is my testimony in support of HB 921.  
Thank you for this opportunity to support HB 921.

Sincerely,

A handwritten signature in cursive script that reads "Mari Uehara".

Mari Uehara, M.D.



UNIVERSITY  
of HAWAII  
MĀNOA

February 20, 2019

Rep. Sylvia Luke, Chair  
Rep. Ty J.K. Cullen, Vice Chair

Re: Testimony in Support of HB 921: RELATING TO EDUCATION, Feb. 21, 2019 12:30pm,  
Conference room 308

Dear Chair Like, Vice Chair Cullen, and members of the committee,

I am a board certified pediatrician who is specialised in developmental-behavioral pediatrics. I evaluate and treat children with problems with development and learning. Children with autism spectrum disorder, intellectual disability, attention-deficit/hyperactivity disorder are example of conditions I work with. I would like to thank you for this opportunity to testify in support of HB 921.

I believe HB 921 is critically significant and strongly support the bill as written. This bill continues actions by the Legislature since its creation of EOEL in 2012 which clarify that it is EOEL that has purview over pre-K as part of the early learning system. EOEL has the expertise in early childhood learning, it was chosen and tasked to be as such and carrying out the work and making early learning system moving forward.

My discipline is medicine. We have specialists in this community and all over the nation. We work together—if one clinic, hospital, or community does not have particular specialty needed for our patients, doctors make referrals to those who have needed skills and knowledge. We share special skills and knowledge to treat our patients and support our families. Children are not small adults. Preschool age children learn differently from older students in school. This is also critical age to build their confidence and self-esteem to be a resilient and self-directed learner. EOEL is the specialist for early childhood learning and they have the expertise to purview preschool and pre-K programs developing in this state.

HB 921 helps to clarify the intent of legislation and expertise to develop a state-wide early learning system with specific responsibility for preschool and pre-K years.  
Again, thank you for this opportunity to support HB 921.

Sincerely,

A handwritten signature in cursive script that reads 'Mari Uehara'.

Mari Uehara, M.D.  
Developmental-behavioral pediatrics  
Department of Pediatrics, University of Hawai'i JABSOM



## KAMEHAMEHA SCHOOLS®

**LATE**

### House Committee on Finance

Date: Thursday February 21, 2019  
Time: 12:30 pm  
Place: Conference Room 308

### TESTIMONY

By: Dr. Wai‘ale‘ale Sarsona  
Managing Director of Kūamahi Community Education

RE: **HB 921**, which places all state-funded prekindergarten programs in Hawaii, other than special education and Title I funded programs, under the oversight of the Executive Office on Early Learning.

Aloha Chair Luke and Committee Members,

Kamehameha Schools is a strong supporter and committed to working in partnership with the Executive Office of Early Learning, the Hawai‘i Department of Education and the Hawai‘i Public Charter Commission and many others towards an Early Learning System that provides access, readiness and a life-long love of learning for all of Hawai‘i’s keiki from prenatal to age five.

We advocated for and supported the establishment and continued increase of public prekindergarten in the recent years as a result of the EOEL, HIDEOE and Charter schools leadership. We celebrate an important moment in Hawai‘i where public prekindergarten exists in 25 public schools and 18 public charter classrooms, reaching nearly 900 4-year olds across our state.

However, we **strongly oppose HB 921 HD1**, specifically related to the oversight of all state-funded public prekindergarten programs of the Executive Office of Early Learning (page 7, lines 3-6) and the removal of “schools or classes for early childhood education” (page 7 line 19) from the Departments powers and duties. We do not agree that this is the right long-term direction for Early Learning in Hawai‘i, which depends on all state departments, community partners and providers to work collaboratively to meet the diverse needs of Hawai‘i’s keiki and families. These proposed changes will hinder the positive forward momentum we are experiencing today.

Kamehameha offers the following relevant comments and concerns:

*The proposed expansion of oversight and administration from EOEL public prekindergarten classrooms to all existing and future public prekindergarten across our state will further deteriorate EOEL’s ability to fulfill its key responsibility as a coordinating entity for the entire Early Learning system. This system includes over 100,000 children ages 0-5 and their families in multiple settings, programs and services including but not limited to: Family Child Care Homes, Infant & Toddler Care, Family Friend and Neighbor Care, Childcare Centers, Private Preschools, Family-Child Interaction Learning Programs, Health and Well-being services, financial aid and subsidies.*

*Hawai‘i’s K-12 Public Education leaders and educators are a welcomed and important partners in Early Learning. We were a major supporter of the establishment of the Executive Office of Early Learning in 2012 and still view the office as a major leader in Early Learning. We now have the pleasure of welcoming the HIDEOE and Charters. Without their collective leadership, partnership and authority, public*

prekindergarten would be impossible. As identified in the Hawai'i Early Childhood State Plan (2019-2024),

“Collaborations for public prekindergarten between the EOEL, HIDOE and the State Public Charter School Commission have collectively developed prekindergarten programs for 4-year olds...school administrators and personnel have taken leadership roles in implementing prekindergarten partnerships, including sharing facilities and coordination on professional learning opportunities” as a strength in which the plan is building upon.

At the February 14, 2019 Early Learning Board meeting, testimony from the HIDOE Complex Area Superintendents as well as School Principals confirmed that the partnership is working. They believed that only through this existing critical partnership with the EOEL that prekindergarten could thrive. They depend on the EOEL to provide training and support to ensure they are following best practices for early learning. Complementary to that, the department has the facilities, infrastructure and leadership buy-in to implement the day-to-day operations.

*Diverse providers and settings in early learning are necessary to meet the need of Hawai'i's families.* The state plan recognized the “The unique variety in child development and education programs supports diverse family preference and needs and can be built upon when working to increase access and options to families of all income levels and circumstances throughout the state”. The EOEL, HIDOE and the Hawai'i Charter School Commission all have important roles and advantages to meeting the needs of our families that should be maintained to effectively serve the diverse needs of families which may include but not limited to: socio-economic and at-risk factors, location, curriculum & instruction, early childhood education models, inclusion and special needs.

The removal of schools or classes for early childhood education from the Department powers and duties (page 7 line 19) eliminates the ability of local school leadership and community to implement the right type of early childhood education schools or classes that best meets the need of their families. Public prekindergarten is only one model specifically serving 4-year olds. It will not and does not serve the needs of families and other age groups. Other models include Family Child Interaction Learning (FCILs), Parent participation preschools, which provide meaningful and rigorous early childhood education across the early learning spectrum.

We respectfully request that schools or classes for early childhood education continue to be within the HIDOE's duties and powers so that our public schools, with the critical support of EOEL and other early learning partners, can implement and manage models of early childhood education that are most effective for children and families.

In alignment with our continued advocacy and investment in early learning, Kamehameha Schools **supports** the appropriations for early learning programming, mentioned in section 8 of this measure, and we urge this committee to consider the long-term benefits of investing in the youngest of Hawai'i's learners.

We are committed to ensuring the diverse needs of Hawai'i's keiki and families are being met from the earliest years of life. This bill restricts our major partners from fully participating in this journey by limiting their ability to deliver the most effective program or service, as a result we strongly oppose.

Founded in 1887, Kamehameha Schools is an educational organization striving to restore our people through education and advance a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We believe that community success is individual success, Hawaiian culture-based education leads to academic success and local leadership drives global leadership.

‘A‘ohe hana nui ke alu ‘ia. No task is too large when we all work together!

**LATE**

**HB-921-HD-1**

Submitted on: 2/21/2019 8:54:02 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Ben Naki	Head Start Association of Hawaii	Support	No

Comments:

To: Representative Luke, Chair

Representative Cullen, Vice Chair

Members of the House Committee on Finance

From: Ben Naki, President, Head Start Association of Hawaii

Date: February 21, 2019; 12:30 p.m., Conference Room 308

**RE: TESTIMONY PROVIDING COMMENTS ON HB 921 HD 1 – RELATING TO EARLY CHILDHOOD EDUCATION**

**Thank you for allowing us to provide comments on HB 921 HD 1 which seeks to place all state-funded Pre-Kindergarten programs in Hawaii, other than special education and Title I funded programs, under the oversight of the Executive Office on Early Learning.** We support the intent of this bill and believe that the Executive Office of Early Learning (EOEL) has proven itself capable of oversight of all public Pre-K programs. We are confident in EOEL's ability to continue to work with the Department of Education as well as all early learning service providers to expand access to high-quality preschool programs to meet the needs of thousands of keiki who currently aren't being served.

As a collective of Head Start service providers, we understand and underscore the importance of providing access to high-quality early learning programs for all students. We also recognize the critical importance of having highly trained educators who specialize in the field of early childhood education and the need for ongoing training and professional development. We commend EOEL for sharing these values



and their proven expertise in providing high-quality care for staff and students alike. To that end, the Executive Office of Early Learning was originally established to ensure the development and the delivery of these services and has continued to provide expertise focused on early childhood development, education and workforce development.

EOEL has also led Hawaii's efforts to:

- Develop The Early Childhood State Plan (2019)
- Leverage Federal dollars to support Hawaii's keiki birth to five years old
- Develop and deliver high-quality training and professional development for staff
- Develop and deliver high-quality early childhood curriculum for students
- Nurture relationships and work as a collaborative partner with multiple sectors and agencies to benefit Hawaii's keiki birth to five years old

We thoroughly support the intent of this bill and thank the legislature for recognizing the importance of placing a critical focus on access to high-quality early childhood education. While we believe that EOEL is a capable administrator, we also understand that Hawaii will not be able to adequately provide high-quality early childhood education without the support and collaboration of many partners including but not limited to EOEL, Department of Education, Department of Health, Department of Human Services, University of Hawai'i, Charter School Commission, Head Start and Early Head Start providers, family child care homes, home visiting providers, family child interaction learning providers, and private preschool providers.

The Head Start Association of Hawaii provides professional development and growth for its leaders, staff and community members by providing a unified voice in speaking and acting on issues affecting young children, pregnant women, and families. The following Head Start Association of Hawaii members support this testimony:

Family Support Hawaii (Hawaii Island)

Honolulu Community Action Program (Oahu)

Maui Economic Opportunity, Inc (Maui)

Maui Family Support Services (Maui)

Parents And Children Together (Oahu and Hawaii Island)

Thank you for the opportunity to provide comments on **HB 921 HD 1**.



From: Kathleen Reinhardt <psvwbfeicqgtia@ujoin.co>  
Sent: Thursday, February 21, 2019 10:06 AM  
To: FINtestimony  
Subject: Support HB 921 today!

From: kathier808@aol.com <Kathleen Reinhardt>

Message:

As past administrator of Hawaii's Preschool Open Doors program and as an educational researcher providing data for early childhood planning, I am very aware of the importance of collaborative work among the many providers of early learning and care, including the families of children. Expertise in supporting early childhood development is required for success, and the EOEL is the most qualified to provide this leadership.

Chairwoman Luke, Vice-Chairman Cullen and the Committee on Finance,

I am writing in SUPPORT of H.B. 921, which would transfer early childhood education from the Department of Education to the Executive Office of Early Learning.

As early supporters of EOEL, we believe that they are best equipped to handle early childhood education. They can better support and implement the programs in a way that is more beneficial to our keiki, their parents, the teachers and the schools. The EOEL's mission is to develop and administer a high-quality early learning system for Hawaii's children from birth to kindergarten. Let's support them in this work.

For these reasons, I ask that you pass H.B. 921.

Kathleen Reinhardt

Honolulu

Hawaii

February 21, 2019

To: Representative Sylvia Luke, Chair  
Representative Ty Cullen, Vice Chair  
House Committee on Finance

**LATE**

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

Re: **H.B. 921– Relating to Education**  
**Hawaii State Capitol, Room 309, February 21, 12:30 PM**

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**On behalf of Hawaii Children's Action Network (HCAN), I am writing in SUPPORT of H.B. 921, which would transfer early childhood education from the Department of Education to the Executive Office of Early Learning.**

As early supporters of EOEL, we believe that they are best equipped to handle early childhood education. They can better support and implement the programs in a way that is more beneficial to our keiki, their parents, the teachers and the schools.

The EOEL's mission is to develop and administer a high-quality early learning system for Hawaii's children from birth to kindergarten. Let's support them in this work.

**For these reasons, HCAN asks that you pass H.B. 921.**

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