



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

Date: 03/15/2019
Time: 02:45 PM
Location: 229
Committee: Senate Education

Department: Education

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

Title of Bill: HB 0921, HD2 RELATING TO EDUCATION.

Purpose of Bill: Clearly establishes the Executive Office on Early Learning as the administrative authority for State-funded prekindergarten programs, except for special education and Title I-funded prekindergarten programs. Requires the Department of Education in its implementation of Title I-funded prekindergarten classrooms to adhere to certain quality standards and work with the Executive Office on Early Learning. Defines the roles and responsibilities of the Executive Office on Early Learning and Department of Education as they relate to the Executive Office on Early Learning Public Prekindergarten Program. (HB921 HD2)

Department's Position:

On behalf of the Department of Education, I will be attending the Early Learning Board Meeting this Thursday to participate in the partnerships' discussion regarding HB 921 HD2 and the rollout of new public PreK classrooms.

The introduction of HB 921 has served to complicate good faith efforts over the past year to collaborate on and accelerate early learning initiatives for PreK to address equitable access issues for our families in high need areas.

This measure is unnecessary since this is an implementation approach matter. Early learning stakeholders that include public and private stakeholders should be allowed the time to collaboratively work together to respond to diverse public school needs across the state. We appreciate the funding support to add 22 new PreK classrooms to Hawaii Department of Education campuses.

Thank you for this opportunity to provide testimony.

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.



**TESTIMONY OF
THE DEPARTMENT OF THE ATTORNEY GENERAL
THIRTIETH LEGISLATURE, 2019**

ON THE FOLLOWING MEASURE:

H.B. NO. 921, H.D. 2, RELATING TO EDUCATION.

BEFORE THE:

SENATE COMMITTEE ON EDUCATION

DATE: Friday, March 15, 2019

TIME: 2:45 p.m.

LOCATION: State Capitol, Room 229

TESTIFIER(S): Clare E. Connors, Attorney General, or
Melissa J. Kolonie, Deputy Attorney General

Chair Kidani and Members of the Committee:

The Department of the Attorney General provides the following comments.

The purposes of this bill are to: (1) clearly establish the Executive Office on Early Learning (EOEL) as the administrative authority for state-funded prekindergarten programs, except for special education and Title I-funded prekindergarten programs; (2) require the Department of Education (DOE) in its implementation of Title I-funded prekindergarten classrooms to adhere to certain quality standards and work with the EOEL; and (3) define the roles and responsibilities of the EOEL and the DOE as they relate to the EOEL Public Prekindergarten Program.

Page 4, lines 9 – 11, state the following: “provided that the department shall not establish general education prekindergarten classrooms for any purpose except for Title I-funded prekindergarten.” It appears “special education” was omitted from the purposes for which the DOE can establish a general education prekindergarten classroom. If the omission of “special education” from the exception was intentional, we recommend expressly stating that because in the exceptions for the DOE to run prekindergarten programs throughout the bill, “special education” is included. If the omission was accidental, we recommend revising the provision to read:

provided that the department shall not establish general education prekindergarten classrooms for any purpose except for special education and Title I-funded prekindergarten.

It appears the following wording, on page 18, lines 12 – 17, was modeled after a U.S. Department of Health and Human Services and U.S. Department of Education Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs dated September 14, 2015 (hereinafter referred to as “Policy Statement”).

The program shall include students with disabilities based on individualized education plan placement, recognizing that the in-classroom ratio of students with disabilities to the general population shall be based on the inclusion of children with disabilities in proportion to their presence in the general population.

This sentence could be viewed as a discriminatory policy because it appears to impose a cap on the number of students with disabilities in a classroom. The Policy Statement recommends that states “[e]nsure that the principle of natural proportions guide the design of inclusive early childhood programs.” See Policy Statement, page 9. “Natural proportions” is defined in the Policy Statement as “the inclusion of children with disabilities in proportion to their presence in the general population” but goes on further to state that the “[a]pplication of this principle does not anticipate or permit imposing caps or quotas on the number of children with disabilities in a program or not individualizing services for children with disabilities under the [Individuals with Disabilities Education Act].” See Policy Statement, page 9, footnote ix. To avoid the appearance of a discriminatory policy, we recommend adding the following wording on page 18, line 17, after the sentence at issue:

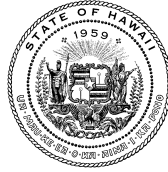
Application of this principle does not anticipate or permit imposing caps or quotas on the number of children with disabilities in a program or not individualizing services for children with disabilities under the Individuals with Disabilities Education Act (20 U.S.C. §§ 1400-1409, 1411-1419, 1431-1444, 1450-1482 (2004)).

Additionally, DOE prekindergarten programs are considered programs within a school and are currently exempt from the Department of Human Services (DHS) child care licensing standards, sections 346-151 through 346-177, Hawaii Revised Statutes (HRS), pursuant to section 346-152(a)(3), HRS. Because this bill “clearly establishes

the [EOEL] as the administrative authority for state-funded prekindergarten programs,” EOEL prekindergarten programs will no longer be interpreted to be DOE prekindergarten programs. Therefore, the EOEL prekindergarten programs would not fall under the DOE’s exemption from DHS’ child care licensing standards. If the Legislature intends to maintain the status quo for EOEL prekindergarten programs related to child care licensing standards by not requiring the EOEL classrooms to be licensed by DHS, we recommend adding an exemption for EOEL prekindergarten programs under the DHS child care licensing standards in section 346-152, HRS.

Further, we recommend changing the references to an “individualized education plan” on page 15, line 9, and page 18, line 13, to “individualized education [~~plan~~ program”, and change the reference to “individualized education plans” on page 19, line 1, to “individualized education [~~plans~~ programs” to be consistent with the Individuals with Disabilities Education Act.

Thank you for the opportunity to provide testimony.



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

Senate Committee on Education

Friday, March 15, 2019
2:45 p.m.
Hawaii State Capitol, Room 229

House Bill 921, House Draft 2, Relating to Education

Dear Chair Kidani, Vice Chair Kim, and Members of the Committee:

The Board of Education ("Board") appreciates the intent of but would like to provide comments on HB 921 HD2, which would, among other things, establish the Executive Office on Early Learning ("EOEL") as the administrative authority for state-funded prekindergarten programs, except for special education and Title I-funded programs, and define the roles and responsibilities of EOEL and the Department of Education as they relate to public prekindergarten programs.

The Board believes the governance structure of the early learning system needs clearer roles, responsibilities, and lines of authority that allow multiple major early learning stakeholders to work in accord, but the Board acknowledges that the major stakeholders have differing views of the ideal governance structure. Thus, the Board supports legislation that would bring the major early learning stakeholders together to collaboratively develop recommended governance structure improvements that would best serve children ages 0 to 5 while ensuring accountability throughout the early learning system. **Therefore, the Board humbly requests that the Committee insert provisions to bring the major stakeholders together to assess the early learning governance structure and make recommendations to the Legislature before the 2020 legislative session.**

Thank you for this opportunity to testify on behalf of the Board.

Very truly yours,

Catherine Payne
Chairperson, Board of Education
Chairperson, 2019 Legislative Ad Hoc Committee



LATE

EXECUTIVE CHAMBERS
HONOLULU

DAVID Y. IGE
GOVERNOR

Testimony of **Ford Fuchigami**
Administrative Director, Office of the Governor

Before the
Senate Committee on Education
March 15, 2019
2:45 p.m., Conference Room 229

In consideration of
House Bill No. 921, HD 2
RELATING TO EDUCATION

Chair Kidani, Vice Chair Kim, and committee members:

Thank you for the opportunity to provide comments on House Bill 921, HD 2. This bill establishes the Executive Office on Early Learning as the administrative authority for state-funded prekindergarten programs except for special education and Title I-funded prekindergarten programs. This bill also defines the roles and responsibilities of the Executive Office on Early Learning and the Department of Education as they relate to the Executive Office on Early Learning Public prekindergarten program.

The Office of the Governor appreciates the Legislature's interest in and support for early learning. We recognize the significant need for all of our keiki and families to have access to a high-quality early learning system that will give our keiki the head start needed to prepare them for a successful future. It will require all stakeholders, including the Executive Office on Early Learning and the Department of Education, to make a substantial commitment to collaborate, coordinate services and leverage resources to create and maintain a high-quality early learning system. This same collaborative effort successfully produced the Hawaii Early Childhood Plan 2019-2024, a plan created by the early childhood community to support children, families and the early childhood workforce.

The Office of the Governor supports legislation that will allow the Executive Office on Early Learning and the Department of Education to: 1) develop the roles and responsibilities of each entity as they relate to the public prekindergarten program in a collaborative manner and 2) share those findings of roles and responsibilities with the Legislature prior to the 2020 legislative session.

Since it is our position that the existing statutes and the existing Memorandum of Agreement between the Executive Office on Early Learning and the Department of Education provide



EXECUTIVE CHAMBERS

HONOLULU

sufficient guidance for both entities to develop their roles and responsibilities, we recommend the following amendments to HB 921, HD 2:

1. On pages 3-7 of the bill, delete section 2.
2. On pages 7-12 of the bill, delete sections 4 – 7.
3. On page 15 of the bill, delete section 11.
4. On pages 17–21 of the bill, delete the amendments to Section 302L-7 beginning with addition of the new subsection 302L-7(b) on line 1 of page 17 through line 16 on page 21.
5. On page 22 of the bill, delete the amendments beginning on line 5 through line 21 and delete lines 1-4 on page 23.

We appreciate your attention and will be available to answer your questions, should you have any at this time.



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

March 14, 2019

TO: Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice Chair
Senate Committee on Education

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: **Measure:** H.B. No. 921, H.D. 2 – Relating to Education
Hearing Date: March 15, 2019
Time: 2:45 p.m.
Location: Room 229

Bill Description: Clearly establishes the Executive Office on Early Learning as the administrative authority for State-funded prekindergarten programs, except for special education and Title I-funded prekindergarten programs. Requires the Department of Education in its implementation of Title I-funded prekindergarten classrooms to adhere to certain quality standards and work with the Executive Office on Early Learning. Defines the roles and responsibilities of the Executive Office on Early Learning and Department of Education as they relate to the Executive Office on Early Learning Public Prekindergarten Program.

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. 2.

We thank the Legislature for its support of EOEL's work to increase access to high-quality early learning. We believe this bill further clarifies the Legislature's intent in 2012 to create an independent agency responsible for development of the State's early childhood system, of which prekindergarten is a part. By statute, this system 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. We continue to work on:

- **Strengthening and supporting teacher & principal understanding of how young children learn best**, following best practices and based on the science of child development and learning – something other states have also identified as a great need as they build their public pre-K programs;
 - Developing the **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). Teachers who do not have this coursework and background may have assumptions about pre-K teaching that are inconsistent with the knowledge and competencies required of teachers in settings for preschool-aged children;
 - As the Program stands now with 26 classrooms, principals are experiencing difficulty recruiting teachers who have completed an early childhood teacher preparation program, and turnover is high due to the limited qualified workforce;
 - 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
- P-3 transition and alignment. We are grateful 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**. This is recognized among the schools we work with as a key to sustaining the positive impact of early learning.

EOEL has dedicated much of its energy to these efforts 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 the Early Learning Board that was created by the Legislature as the policy-making body for early learning in the State, and 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 your consideration, and for the opportunity to testify on this bill. I am happy to answer any questions you may have.

LATE

DAVID Y. IGE
GOVERNOR



PANKAJ BHANOT
DIRECTOR

CATHY BETTS
DEPUTY DIRECTOR

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

March 14, 2019

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

FROM: Pankaj Bhanot, Director

SUBJECT: **HB 921 HD2 - RELATING TO EDUCATION**

Hearing: March 15, 2019, 9:00 a.m.
Conference Room 229, State Capitol

DEPARTMENT'S POSITION: The Department of Human Services (DHS) supports this bill. DHS appreciates the amendments made by the House Committee on Finance.

PURPOSE: This measure clearly establishes the Executive Office on Early Learning as the administrative authority for State-funded prekindergarten programs, except for special education and Title I-funded prekindergarten programs. Requires the Department of Education in its implementation of Title I-funded prekindergarten classrooms to adhere to certain quality standards and work with the Executive Office on Early Learning. Defines the roles and responsibilities of the Executive Office on Early Learning and Department of Education as they relate to the Executive Office on Early Learning Public Prekindergarten Program. (HB921 HD2)

Educational success is one driver to achieve social and economic mobility and self-sufficiency. Investment in quality prekindergarten and other early learning opportunities is necessary to close the growing educational achievement gap between upper income and lower income households.

AN EQUAL OPPORTUNITY AGENCY

Access to quality early learning opportunities for all children begins to address inequities that carry forward if not addressed. DHS supports quality early learning opportunities for Hawaii's keiki and provides child care subsidies for families who need assistance.

The foundations of early learning and a child's social emotional development starts with a child's earliest relationships. DHS provides basic human services and social supports so that families with children that require assistance have what they need to provide a safe and nurturing home such as stable housing, financial assistance, food and nutrition assistance, child care subsidies, job training, educational and employment supports, and medical insurance coverage.

However, collectively we can do better for families and children if systems and programs become integrated and easier to access. Improving the way programs work together is part of DHS 'Ohana Nui multi-generational approach to reduce the incidence and impact of poverty in Hawaii. DHS is working closely with the Executive Office on Early Learning and others to implement the Hawaii Early Childhood State Plan to coordinate and collaborate efforts so each child and their family has access to quality services and resources to support every child's learning potential.

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



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.



KAMEHAMEHA SCHOOLS®

Committee: Senate Committee on Education

Date: Friday, March 15, 2019

Time: 2:45 pm

Place: Conference Room 229

Testimony by: Dr. Wai‘ale‘ale Sarsona, Managing Director of Kūamahi Community Education

RE: HB 921 HD2, Clearly establishes the Executive Office on Early Learning as the administrative authority for State-funded prekindergarten programs, except for special education and Title I-funded prekindergarten programs. Requires the Department of Education in its implementation of Title I-funded prekindergarten classrooms to adhere to certain quality standards and work with the Executive Office on Early Learning. Defines the roles and responsibilities of the Executive Office on Early Learning and Department of Education as they relate to the Executive Office on Early Learning Public Prekindergarten Program

Aloha Chair Kidani 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 HD2**, 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 programmatic additions to the bill and noted below should be articulated through Early Learning Board (ELB) Policy. Act 202 (2017) establishes that the Early Learning Board as the body charged with formulating statewide policy relating to early learning such as: Directing the EOEL, Recommendations for improvements, Promoting collaboration, Appointing and evaluating the EOEL Director, etc.

- Programmatic details (*Page 8; line 1-9, Page 9; lines 9-17*) for Public Pre-K should be reviewed and approved by the ELB as the governing board of the EOEL programs and operations. The ELB carries a wide range of expertise in Early Learning as well as the ability to work with many of community partners to improve programmatic details and effective implementation.
- EOEL Public Prekindergarten program; public preschools application process (*Page 17; lines 1-21, Page 18; lines 1-2*). The process should be described in board policy and reviewed on a regular basis to ensure relevance.

The proposed expansion of 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, HIDEOE 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 HIDEOE 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. With the success of the current implementation, it is unclear why this bill is necessary.

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, HIDEOE 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 10 line 1) 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.
- The limitations (Page 10 line 14-17) on weighted student formula counters its original intent of school-based decision-making and activities that meet the educational needs of each student. As a result, limits the authority of the principal to truly meet the needs of their youngest learners as well as lessening the opportunity for the growth of early learning in our schools.

We respectfully request that schools or classes for early childhood education continue to be within the HIDEOE's duties and powers, including the use of weighted student formula 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 continues to support appropriations for early learning programming, as stated 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, and 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!



Hawaii Chapter

March 14, 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,

Mae S. I. Kyono, MD
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**Parents And
Children Together**
BUILDING THE RELATIONSHIPS THAT MATTER MOST

LATE

TO: Chair Kidani, Vice Chair Mercado Kim, and Members of the Senate Committee on Education

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

DATE/LOCATION: March 15, 2019; 2:45 p.m., Conference Room 229

RE: TESTIMONY IN SUPPORT OF HB 921 SD 2– RELATING TO EARLY CHILDHOOD EDUCATION

We ask you to support HB 921 which clearly establishes the Executive Office on Early Learning as the administrative authority for State-funded prekindergarten programs, except for special education and Title I-funded prekindergarten programs. We support this bill which also defines the roles and responsibilities of the Executive Office on Early Learning and Department of Education as they relate to the Executive Office on Early Learning Public Prekindergarten Program and encourages both entities to continue working together to provide high-quality care.

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 School, Family Child Care Homes, Family Friend and Neighbor care, Family-Child Interactive Learning programs, Private preschools and more. 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 SD 2**, please contact me at (808) 847-3285 or rkusumoto@pacthawaii.org if you have any questions.

To: Committee Chair Senator Michelle Kidani
Committee Vice Chair Senator Donna Mercado Kim

Date: March 15, 2019; 2:45pm; Room 229

RE: **Support for HB 921; Establishes the EOEL as the administrative authority for state-funded prekindergarten programs except for special education and Title I-funded pre-k programs**

The Early Childhood Action Strategy (ECAS) is a statewide public-private collaborative designed to improve the system of care for Hawai'i's youngest children and their families. ECAS brings together government and non-governmental organizations to align priorities for children prenatal to age eight, streamline services, maximize resources, and improve programs to support our youngest keiki. We support HB 921, which would transfer early childhood education from the Department of Education to the Executive Office on Early Learning (EOEL).

Research finds that Hawai'i's youngest children benefit tremendously from early learning programs. Keiki that attend preschool enjoy both short-term and long-term benefits, including improved academic and school readiness, higher graduation rates, and lower incarceration rates. Access to early learning programs has also decreased the achievement gap between low-income and otherwise disadvantaged children and their more advantaged peers—potentially positively altering their lifetime trajectories.

In addition, early learning programs provide a significant economic benefit. A 2008 economic analysis calculated a likely return of \$4.20 for every dollar invested in a statewide early learning program for Hawai'i's four year olds. The early learning sector itself has been identified as a vital economic driver for the State: it employs more than 9,000 residents, enables thousands of parents to participate in the labor force and pursue educational advancement while also preparing the future workforce.

EOEL was established by Act 178 and signed into law by Gov. Neil Abercrombie in 2012. The creation of EOEL provides government-wide authority to guide the development of a comprehensive and integrated statewide early childhood development and learning system. At its inception, the 2014-15 school year had 20 classrooms at 18 schools statewide with a capacity to service 360 keiki. The program has since expanded to 26 classrooms with a capacity to service 520 keiki. 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. Moreover, EOEL is working intently in collaboration with its public and private partners to continue increasing access for our keiki while ensuring the outcomes that are associated with early learning. EOEL is particularly intentional on ensuring children receive quality education by supporting teachers and principals through their Early Learning Induction process to assess implementation readiness, and professional development opportunities provided through the Early Learning Academy.

It is critical to continue supporting and enhancing the infrastructure EOEL has built that strengthens the early learning workforce, and thus provides high quality experiences for our youngest keiki. We urge the committee to pass HB 921. Mahalo for the opportunity to provide testimony.

March 13, 2019

To: Senator Michelle Kidani, Chair
Senator Donna Mercado Kim, Vice Chair
Members of the Committee on Education

From: Mary Ann Nemoto
Early Childhood Educator

Re: HB921 Relating to Education
Hawaii State Capitol, Conference Room 229, March 15, 2019, 2:45 PM

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

It is through my educational knowledge and over 35 years of experience in the field of early childhood education that I'm testifying in support of this bill. I have a master's degree in early childhood education and a bachelor's degree in elementary education with emphasis in early childhood. I've also had the privilege of working with young children and their families through various programs that were within the Department of Human Services, Department of Health, Department of Education, University of Hawaii, as well as in a private preschool setting. Through my years of experience, working mainly with children ages birth to five-years-old, but also in the DOE setting with children kindergarten through sixth grade, I have learned that there is a distinct difference in the field of early childhood education and elementary education. Early childhood programs focuses on the "whole" child - children's health, development and care; paying close attention to these factors and how they affect children's learning and their outcomes. Elementary schools focus mainly on academics; children's learning and outcomes.

Remember back in the early 2000's when our state added Junior Kindergarten in some DOE schools? Why did it not succeed? I believe a reason was that no one truly understood the unique needs that early childhood education demands. The lack of this knowledge made it difficult to handle this task. Examples of some complaints that went on were that DOE teachers didn't know what to do with the four-year-olds, some parents complained that their four-year-olds were combined with kindergarteners and had the same curriculum for two years. Some DOE teachers were frustrated that a few four-year-olds couldn't write the alphabets. They didn't understand that maybe the four-year-old just needed a little more time to build their small motor skills and eye hand coordination. The teacher didn't know how to help them. Do we want this to happen again?

If our state wants to succeed in opening up pre-kindergarten classes in DOE schools, it only makes sense that the Executive Office of Early Learning (EOEL), who has the experience and knowledge of preschool age children, is assigned as the lead administrator for any state-funded

early learning program; excluding special education and Title I programs that the DOE already has the background and knowledge of.

EOEL works closely with the Early Learning Board (ELB), which is made up of experts in the early childhood field who understand how young children's health, development and care connects to their learning. Our state should therefore listen to the professionals who have the knowledge and skills in this area. Isn't this the reason why our state approved having an ELB and the EOEL in the first place? We need to now support the EOEL and the ELB to do the job that they were tasked - and are most qualified - to do. DOE is not capable to be the lead administrator.

Thank you again for this opportunity to support of HB921.

Sincerely,

Mary Ann Nemoto

LATE

To: Committee on Education
Senator Michelle N. Kitani, Chair
Senator Donna Mercado, Vice Chair

Person Testifying
Gay Marie Kong
Keolu Elementary Principal

Subject: Measure: HB. No. 921-Relating to Education
Hearing date: Friday, March 15, 2019
Time: 2:45 pm
Location: Conference Room 229

Good Afternoon,

First, I need to state that my testimony is not intended to take sides on any of the issues at hand in regards to the HB. No. 921- Relating to Education. With that said, I would be remiss if I did not speak to our experiences in working with the Executive Office of Early Learning (EOEL). Four years ago, our school was chosen to be a site for the EOEL pre-kindergarten program. Since then our partnership has benefitted our students, parents, teachers, and myself in multiple ways. The program has placed a strong emphasis on building a quality program where:

- Relationships between teachers and students are paramount.
- Teachers are provided quality professional learning experiences.
- EOEL Educational Specialist provide on-site support by observing teacher practice and providing specific feedback to improve instructional practices.
- Attention is given to the learning environment by providing schools the resources and guidance in choosing furniture and play materials that are designed for early learners.
- Guidance and on-going professional learning is provided for school leaders so that they are equipped to support, nurture and lead early learning educators.

In addition, the EOEL program has invited all of our early learning teachers (PK- 2) in participating in professional learning in the use of developmental appropriate practices. I know that this invitation is in keeping with their belief that providing quality education does not end at the pre-K stage. The quality of the professional learning that the EOEL program has provided prompted our teachers in making a unified decision to invest in early learning education by sending all of our PK-2 teachers to all of the EOEL trainings for the last four years.

Finally, I need to say that the greatest benefit of the EOEL program is the professional relationships that their Educational Specialist have brought to our team of teachers. As one example, my grade one teacher reached out to them for help in her instructional practices. Their Educational Specialists willing took on the task of co-teaching, providing feedback on her practice, and continued an on-going professional conversation around teaching and

learning for the last four years. Since the beginning of this school year, their Educational Specialist has provided all of our teachers' guidance in reading and project based learning. The EOEL Educational Specialist have served our entire K-6 teaching staff by leading us through professional learning around the art of thinking, teaching, and learning. Again, I will say that their work with our school demonstrates their belief that quality education does not end with a great experience in pre-K. The program has actively reached out to all grade levels so that quality educational experiences carry on and build on as children progress as learners throughout many years to come.

I am heartened that the Department of Education (DOE) has taken steps to invest in early learning. I am hopeful that the DOE will recognize the excellent model of early learning that the EOEL program has developed. I am aware that there are many issues that we face as a state in building a quality early learning program starting with the lack of qualified teachers. It is my belief that both entities (DOE and EOEL) have the responsibility to work together in taking on the challenge of overcoming these issues and getting on with the business of providing quality learning experiences for all students in the state of Hawaii.

TESTIMONY BEFORE THE SENATE EDUCATION COMMITTEE

PERSON TESTIFYING: Robyn S. B. Chun
DATE: Thursday, March 15, 2019
TIME: 2:45 PM
LOCATION: State Capitol Conference Room 229

TITLE OF BILL: HB 921, HD2 RELATING TO EDUCATION

Honorable Chair, Kidani, Vice Chair, Mercado Kim, and Committee Members Dela Cruz, Fevella, Mamo Kanuha

I **strongly support HB921 HD2** with revisions that now clarify the separate mandates of the Department of Education (HIDOE) and the Executive Office of Early Learning (EOEL) and authority of the EOEL to be the lead entity providing leadership as we grow our 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. The revisions made to HB921, HD2 strengthen this bill by:

- reiterating the role of the Executive Office of Early Learning in spearheading early learning system building efforts across entities serving children Pre-Birth through age 5 and their families,
- providing needed clarity about the expected relationship between the HIDOE and EOEL and their respective responsibilities; and,
- communicating the legislature's expectations with regard to processes, structures, and accountability measures that will ensure quality across state PreK programs.

In 2012, our legislature recognized that young children were falling through the cracks at the most critical period in their lives. Like many states, Hawai'i needed the leadership of an Office of Early Learning with a mandate to help bring coherence to the fragmented system of services and programs and to improve how we address disparities in the experiences of our youngest children and their families. The EOEL was created in order to coordinate the growth of our early learning system across government agencies, higher education, philanthropy and non-profit stakeholders in a manner informed by current best practices at all levels. It follows a national trend and federal expectation for states to create governance that is responsible for early learning in states (Regenstein & Lipper, 2013).

This is critical for several reasons:

- Siloed efforts in early learning on the part of individual agencies, and particularly the HIDOE, have historically been inconsistent in promoting quality outcomes, despite good intention and sincere effort.

- The scope of the EOEL’s mandate enables it to intentionally coordinate expansion of PreK in a manner that considers all components of the system.
- A more robust investment in early learning infrastructure (including PreK) is urgently needed before Hawai‘i is well positioned to expand quality programs and services for children between birth – 5.

The present position of the EOEL as an attached, but independent office sharing the HIDOE infrastructure, supports the cross-sector collaboration essential to the creation of a comprehensive and integrated early learning system.

Siloed efforts in early learning have historically been ineffective and inconsistent, despite good intention

Past efforts to initiate programs for 4-year-olds have exposed shortcomings when the HIDOE is the lead agency in providing programs for this age group. The JrK program evaluation cites several implementation issues (Grace & Brandt, 2006). 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). 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).

Shortcomings should not be perceived as a negatively reflection on the HIDOE, whose many administrators and teachers care deeply about their children and communities and who work very hard to effect positive change. Failed efforts stem from the fact that as a state we have not historically invested in learning before kindergarten or established robust higher education pathways to prepare a public school workforce in a manner that intentionally prepares licensed teachers to work with children under 5 or administrators in public schools to provide leadership in early learning. There are relatively few teachers who choose to pursue a license track early childhood education because there has been no incentive or recognition that this expertise is needed until now. There are even fewer administrators who have received any guidance on leadership in early learning settings. Thus, most of the people even in our current PreKs need extensive support to develop the foundational knowledge and competencies in early learning and child and family engagement studies that are the hallmark of an early learning major.

Based on statements from three principals at a recent Early Learning Board Meeting (February 14, 2019), the current system in place under the EOEL’s leadership appears to be well received by schools that have entered into MOUs with the agency. The EOEL works with schools so that processes and structures are in place to strive for a consistent level of quality of PreK programs across schools. We are not there yet, but we have made

progress and provided support so teachers can gain much needed foundational coursework to acquire the knowledge and competencies required. Revisions in HD2 reinforce the importance of the EOEL's role to ensure programs reflect the research in aspects where programs for preschoolers differ markedly from programs designed for older children: curriculum development, instructional and assessment practices, family engagement, and transitions.

The scope of the EOEL's mandate enables it to intentionally coordinate expansion of PreK in a manner that considers all components of the system.

As the lead office, the EOEL has needed to nurture relationships across multiple agencies and diverse groups and facilitated dialogue needed to come to common understanding and to mobilize around shared kuleana. This relatively new office has had a difficult and contentious start since the failure of the ConAm in 2014. However, over the past six years, the EOEL learned to navigate in this shared space. The Early Childhood State Plan (2019), which was led by the EOEL positioned the state to receive a nearly \$1 million US Preschool Development Grant (Birth-5). Many current initiatives coordinated by the office are a reflection of the collective effort across:

- 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).

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. Answering to an Early Learning Board that includes a broad cross-section of public and private stakeholders is necessary to maintain the trust needed 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.

The HODOE's recent interest in participating in the complex sphere of early learning is to be commended. 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. Sensitive decision making must consider the whole of the early learning system in order to mitigate unintended consequences on its parts. Our fledgling EOEL has learned to gather information carefully, respectfully consult with schools and other stakeholders, and to help the many stakeholders to begin to reach consensus around shared objectives and initiatives. This is no small feat, but essential to making progress in early learning in our state.

A more robust investment in early learning infrastructure (including PreK) is urgently needed before Hawai'i is well positioned to expand quality programs and services for children between birth – 5.

I have worked over 30 years in the field in a variety of early learning roles (child care provider, teacher, instructional leader, administrator), sectors (non-profit, lab schools, K-1 HIDEOE). I have also been a teacher, field supervisor, administrator in higher education programs at the community college, baccalaureate (initial license) and graduate level. I am grateful that the research and public awareness is leading to interest in investing state funds in programs and services for children birth-5 and equally thankful that after a rocky beginning, we now are beginning to restore and expand positions needed to move the work forward.

However, I encourage policymakers and agency leaders need to pause and invest in making significant infrastructure changes before rushing headlong into program expansion, whether this be PreK, or other areas across the Birth-8 spectrum. While not the focus of this bill, I humbly ask that the legislature consider investing in building a badly needed foundation that are requisite to a robust early learning system. Please observe the lessons learned from many other states who are further along in this arena. I offer a few suggestions to consider:

- invest in tuition stipends, incentives or other financial supports for students who decide to pursue college so we might have an educated workforce of practitioners prepared to support early learning in all early learning settings, both Hawaiian medium and conventional (home visiting, family child care family child interactive learning programs, center based);
- support higher education in reorganizing and building robust career pathways;
- look at ways to support improved compensation, at least comparable to all other educators, so that practitioners who love this work and want to become knowledgeable and skilled in it are able to be reasonably assured that if they pursue degrees in this field they will be able to earn a living wage and support their own families; and,
- spend the time needed to more intentionally coordinate implementation efforts and to build the needed relationships, shared understanding and infrastructure to coordinate efforts in a manner that leads to consistent quality in all public investments in early learning.

We have an underdeveloped system with many good people who are interested in the well-being, health and development of young children and their families. We have assumptions coming from differing lens of health, social welfare, education and other disciplines and which are answering to institutional and funding mandates that are largely siloed.

There is collective need to develop shared understanding of the growing research in this complex field and to have a shared base of knowledge from which we can participate in the dialogue needed to develop a cohesive early learning system. This would facilitate a clearer understanding of what our state governance model will embody and the roles, responsibilities and shared kuleana between different agencies. It would also perhaps promote collaborative relationships and avoid some of the contentious interactions that have needed to be resolved through legislation.

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-2

Submitted on: 3/12/2019 5:31:13 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Deborah Morrow	Individual	Support	No

Comments:

To the members of the Senate Education 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

HB-921-HD-2

Submitted on: 3/12/2019 6:40:31 PM

Testimony for EDU on 3/15/2019 2:45:00 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.

HB-921-HD-2

Submitted on: 3/12/2019 10:55:07 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Mary Sole	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/13/2019 9:49:25 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Toni Fujimoto	Individual	Support	No

Comments:

I support HB 921 that clarifies the authority of the Executive Office on Early Learning.

EOEL maintains and upholds the value of early learning education practices and knowledge of building relationships with family and community.

HB-921-HD-2

Submitted on: 3/13/2019 10:46:02 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Anita Trubitt	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/13/2019 1:09:13 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

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

Comments:

As an early childhood educator, ***I strongly support HB921*** which will preserve the autonomy of the Executive Office of Early learning (EOEL). This is critical as Hawai'i currently lags behind much of 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 leadership role 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 misconceptions that currently exist regarding any type of overlap between the DOE and EOEL as wasteful or unnecessary are based in a misunderstanding of the specialized knowledge and education required when working with our youngest keiki. Therefore, it is of utmost importance that we continue to support the EOEL to work in collaboration with other education administrators, particularly at this time when Governor Ige is looking to expand the preschool program throughout Hawai'i.

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. Therefore, I respectfully urge the committee to support HB921 and to invest in the education of Hawai'i's youngest children, and thereby investing in our collective future.

'O au iho nā• me ka ha'aha'a,
Kali M. Linder, ME.d
Preschool Kumu, He'eia O'ahu

HB-921-HD-2

Submitted on: 3/13/2019 1:26:42 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Nancy Weaver Jadallah	Individual	Support	No

Comments:

HB921 EOEL

Dr. Nancy L. Jadallah, career educator *(48 years as a teacher, professor, counselor, administrator)

I would like to share my testimony on EOEL from a principal's perspective. Here are my thoughts:

- I am extremely appreciative of the high quality of training from Early Learning experts, training that is representative of any college level course of study giving the research, the learning strategies that apply the research and opportunities to practice the strategies with other principals and EL teachers.
- I am appreciative of the opportunities provided by EOEL for myself and for any teachers. Even though I only had one class, I was able to invite my kindergarten teacher to attend the trainings. EOEL willingly included her as she was struggling with her kindergarten students. She wanted to get a handle on age-appropriate learning strategies and the development characteristics of children this age. She was amazed as the content was far different than she had learned. She returned to school and started immediately collaborating with the pre-k teacher. They they shared it with the 1st grade teacher who was equally thrilled. She said that it truly opened her eyes to how young children learn..not at all what she thought nor what her current practices were.
- The fact that changes in Early Learning has taken a dramatic turn in the last 8-10 years and anyone schooled prior to that needs to be retrained/taught so that teachers and staff are knowledgeable and implement with fidelity these age-appropriate strategies in the classroom. The professional learning support is given to ensure implementation of instructional strategies of a program that addresses the developmentally appropriate practices that young children need. It is a partnership between the EOEL and the school that ensures implementation of developmentally, culturally and linguistically appropriate practices and follow-up mentoring and coaching to build a strong foundation of learning for these children in the classrooms.

- In spite of the shortage of highly qualified teachers and mentors statewide, EOEL was a blessing to provide mentors (district RTs with early learning experience) who work directly with the principals and teachers, visiting the classrooms monthly to conduct observations and give feedback as well as provide needed technical and moral support. District RTs meet monthly with the principals to discuss the teacher's and students' performance discussing any issues or concerns that may have arisen. This is in addition to the 10 professional development training days for teachers in which they are trained by experts in early learning providing the latest research and subsequent strategies to be used in the classroom. There are additional opportunities afforded the teachers as well. Principals are given 6 days at least of professional development provided by EOEL staff in concert with the UH Manoa Early Learning staff. A few principals were selected to attend a four-day institute at Harvard this year with excellent presenters on issues of equity and biases and alternatives to exclusion and suspension for young children.
- As a secondary trained teacher (counselor and principal), when I was placed at an elementary school, I was in desperate need of specialized training. Having never worked in an elementary school, let alone in one with an early learning classroom, I was lost. Without this intensive and targeted training, I would have struggled on how to evaluate the teacher, the learning, and the program let alone mentor them. I greatly benefitted from the partnership with EOEL.
- EOEL is intentional by providing the highest quality education to preschool children by supporting teachers and principals thorough Early Learning's induction and mentoring program continually assessing implementation readiness and professional development opportunities provided through there Early Learning Academy.
- EOEL staff are specialists in early childhood learning and uses their expertise over the purview of Pre-K and Pre-K programs developing in this state.
- As stated elsewhere in the testimony, "numerous research findings highlight the long-term benefits of **high quality** early learning programs for all children, particularly those who are living in poverty and/or. in adverse environments." Again, EOEL are the experts in this field and, therefore, provide these much needed, high-quality learning programs.
- Since its inception, the EOEL has been successful in implementing high-quality, early learning opportunities for the neediest children through the EOEL Pre-K program.
- EOEL's commitment to high quality learning and subsequently maintaining high. Standards has made the public pre-kindergarten program a necessary part of our state's early learning system. When people ask me, "Why do you think that and prefer to have the EOEL be the entity that is in charge of the Pre-K programs in our public schools as opposed to the DOE?, I respond by saying this: I do not say this in deference to the DOE, but I think history speaks loudest. The DOE is struggling to attract and retain highly qualified teachers. The EOEL guidelines for highly qualified does require additional training specifically in early childhood. There may be several DOE/HQ teachers who have experience in early childhood but they aren't applying for the positions. So, by having the DOE take on one

more huge program, they will struggle to staff, to implement, and to provide adequate and ongoing professional development let alone find the additional mentors and coaches. Since there is already a shortage of mentors, by adding all these additional classrooms eventually in every school, it will be an impossibility to find HQ staff to support these programs. The EOEL's approach to build a strong foundation with solid programs, instruction, and support for the classrooms appears to be the healthier approach. To put it simply, their programs are working. Teachers in their program are gaining the requisite skills needed to implement the program. Children are learning and enjoying school. Children who attended pre-k are excelling in kindergarten. Teachers are learning and are being coached and mentored successfully. Additional people are going through their academy gaining the skills needed. EOEL's partnership with UH Manoa is working and attracting additional folks into early learning. This model is working. Why "fix" something that isn't broken?" The other concern is by having two "heads" of the program, what kind of challenges or struggles will ensue? Again, why not let the specialists in the field who have built the program continue to run the program not turn the program over to generalists who have many other programs to run? That in my opinion would appear to be a watering down of the program.

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

March 12, 2019

Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice Chair
Committee on Education
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, HD2 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 HD2 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-2

Submitted on: 3/13/2019 9:42:57 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Steve Bobilin	Individual	Support	No

Comments:

I would like to commend the clarity that the House revisions to HB921 HD2 bring to the role of the Executive Office on Early Learning in assuring quality in prekindergarten programs in partnership with participating schools in the Hawaii Department of Education. It is imperative that programs for young children have qualified teachers with knowledge of child development, family studies and appropriate curricular, pedagogical and assessment methods for preschoolers. I congratulate our lawmakers for their growing understanding of the complex issues regarding early childhood education and how quality pre-k programs are significantly different from programs for older children. Quality ECE programs approach early learning with a nuanced understanding of child development across all learning domains and content areas and with sensitivity to cultural and socio-economic differences that can influence behavior and learning. They blend joyful exploration with meaningful and age-appropriate experiences that promote executive function, social and emotional competence, and discipline specific concepts and skills.

We need the Executive Office on Early Learning to provide leadership in growing our state pre-k system. Legislators are wise to ask all state funded PreKs (EOEL, Charter, HIDOE) to be held to consistent standards of quality and accountability measures in order to prevent mediocre programs from being "rammed through" without surveying the potential impact on other programs or making sure teachers are properly prepared and supported in their professional growth. This is imperative in order to prevent a mishmash of programs with inconsistent and potentially detrimental practices.

Better to act intentionally and do things right.

HB-921-HD-2

Submitted on: 3/13/2019 10:13:46 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Holly Brock	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/13/2019 10:35:38 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Ed Akiu	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 12:05:12 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Ryoko Yamamoto	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 5:44:53 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Robert Godinez	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 6:46:51 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Ranelle Akau	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 8:56:01 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Carol Akiu	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 9:27:56 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
B. Noelani Iokepa-Guerrero	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 9:49:07 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Susan Adler	Individual	Support	No

Comments:

SMA Testimony HB 921 HD

I have been a professor of Early Child and Elementary Education for over 30 years and have taught in elementary school, run a university laboratory school and worked as an administrator for Head Start. I have 2 degrees in elementary education, 2 degrees in ECE. I have been at UHWO for 13 years and have invested much professional energy and expertise educating Hawai'i ECE teachers to be highly qualified. Our ECE program is articulated with four community colleges where students can earn an AS in ECE and a BA in social sciences with a concentration in ECE.

I support HB 921 HD as a first step to building a strong Early Learning Foundation for our Keiki and they enter public kindergartens. The two fields, Early Childhood Education and Elementary Education technically overlap (ECE is Birth through age 8 or third grade) because children develop at different rates until age 8. Not all four-year-olds are "ready" to learn in all developmental areas. Forcing academics when individual children are not "ready" causes more harm to their positive disposition for learning. 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 relationship. This differs from Elementary Education, which focuses on achievement within various academic domains such as math/science, reading/literature, and social sciences.

Thus, the way preschool and primary grade teachers plan curriculum and run their classrooms needs to address this difference. As you plan to expand pre-K in the Hawai'i Department of Education, developmentally appropriate curriculum and family/ community culture needs to be incorporated with academic goals.

HB-921-HD-2

Submitted on: 3/14/2019 9:49:34 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kevin Shiinoki	Individual	Support	No

Comments:

Honorable Members of the Senate Committee on Education,

I encourage you to support HB921 HD2. The Executive Office on Early Learning is the specialist in anything that concerns learning in early childhood. When something is wrong with your heart, you see a cardiologist. Your cardiologist works with your internal medicine doctor to provide you the best care. Just like the cardiologist, when your child is in their early childhood years, they should go to a program that specializes in early childhood, with the expectation that they will work in partnership with the elementary system that they will eventually transition to. HB921 HD2 lays out the partnership expected between the Executive Office on Early Learning and the Department of Education while allowing each entity to act in their own specialty.

HB-921-HD-2

Submitted on: 3/14/2019 10:16:26 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Trina Nakamura	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 10:31:18 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jamie Shishido	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 10:37:19 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Erin Miura	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 11:54:00 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Mary A S Paglinawan	Individual	Support	No

Comments:

March 14, 2019

Testimony in Support of House Bill 921

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 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 knowledge in early childhood development to implement an effective, high-quality program. If we are to expand and add 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-2

Submitted on: 3/14/2019 11:55:27 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

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

Comments:

Aloha, my name is Charis-Ann Sole, and I **strongly support HB 921 HD2** 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 for a non-profit, and a staff member of a Family-Child Interactive Program model– 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. These entities include services that provide education, health and mental health services, home visiting, nutrition services, etc. though the context in which the various programs operate differ from each other. Therefore, the need to work hand-in-hand with many parts of the larger system is imperative in order to build a comprehensive and integrated early childhood system within the State of Hawaii. This larger system should focus on early care and education services inclusive for necessary healthy child development, including learning opportunities, family support, early intervention, child health and mental health services.

Across the United States today, states are seeking to develop new governance structures and models that align authority and oversight of their offered early childhood programs and services. These models of governance aim to create coherence among policies and services between the various stakeholders and entities within the system. Likewise, steps are being taken within the State of Hawaii to begin to build this integrated early childhood system of care with a comprehensive governance structure. It is my understanding that the Executive Office of Early Learning (EOEL) 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 and fragmented. In order to reduce fragmentation within the overall system and begin to build a comprehensive and integrated early childhood system, the EOEL

should be allowed the freedom to do the work that has been entrusted it. In light of this, The Executive Office of Early Learning should stand on its own; an independent entity with the ability to make autonomous decisions, that is charged with administering early learning efforts in the State, and that is answerable to the Early Learning Board (ELB).

In my view, HB 921 HD2 supports this effort. Therefore, I **strongly urge you to pass HB 921 HD2**, as it seeks to clearly delineate the roles and responsibilities of the Department of Education and the Executive Office of Early Learning and helps to eliminate confusion over the governance structure and responsibilities between the two entities.

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

Charis Sole

HB-921-HD-2

Submitted on: 3/14/2019 12:09:36 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
MALIA HANAKAHI	Individual	Support	No

Comments:

Testimony IN SUPPORT of HB 921
RELATING TO EDUCATION

March 14, 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-2

Submitted on: 3/14/2019 12:42:46 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Alana Ducroix-Miyamoto	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 12:43:11 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kathleen Reinhardt	Individual	Support	No

Comments:

Testimony on HB921 H.D.2 Relating to Education

Senate Education Committee

March 15, 2019 @ 2:45 pm

Comments:

i am in strong support of this bill which will clarify the responsibilities of the Executive Office of Early Learning and the Department of Education in oversight of pre-kindergarten programs in the DOE, clearly naming the EOEL as responsible for maintaining leadership.

As one of the original designers and administrators 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 in our state. The EOEL was established to carry out the long-time goal of implementing a quality, coordinated early childhood system in Hawaii. EOEL must be able to use its expertise to support successful pre-K in the DOE while also recognizing contributions and needs of the overall early childhood community.

Hawaii needs you to pass this legislation!

Kathleen Reinhardt, M.Ed.

March 14, 2019

To: Senator Kidani, Chair of Education Committee
Senator Kim, Vice Chair
Members the Senate Committee on Education

From: Theresa (Terry) F. Lock

RE: Testimony for HB 921 HD 2 Relating to Education

Thank you for the opportunity to testify on HB 921 HD 2 relating to education, which clearly establishes the Executive Office on Early Learning (EOEL) as the administrative authority for our state funded prekindergarten programs, except for special education and Title 1 funded prekindergarten programs, which is under administrative authority of the Department of Education (DOE).

I am in strong support of HB 921 HD 2.

As an early childhood educator with over 43 years of experience, the heart of my work has been focused on early childhood pedagogical leadership. Early childhood pedagogical leadership is about the art and science of teaching with an emphasis on the dispositions and behaviors of teachers and their interactions with children, especially the focus on highly vulnerable young children and families.

Therefore, I am pleased how HB 921 HD 2 details EOEL's role as the early childhood pedagogical leader for our state funded prekindergarten program, with priority to at-risk four-year-olds and their families. In this vital leadership role EOEL will provide professional learning opportunities to EOEL public prekindergarten teachers, educational assistants, and school principals in their individual and collective roles of implementing curriculum, establish organizational norms of continuous quality improvement, fostering family engagement, ensuring fidelity to the curricular philosophy, using data to evaluate the effective of the learning programs and meeting; and promoting continuity and alignment between and access to other early learning programs in the community and other grade levels in the school to ensure that optimal outcomes of children are sustained.

In this Act, some of EOEL's high quality standards that EOEL prekindergarten teachers and leaders will need to follow are outlined. This includes measuring positive teacher-child interactions, using of individualized child assessments for ongoing instructional planning in all child development and learning domains; and providing outreach to enroll hard-to-reach families.

Furthermore, HB 921 HD 2 emphasizes how EOEL public prekindergarten teachers will need to have completed or working to complete specialized ECE coursework from a state-approved teacher education programs with a teacher license specialized in ECE. This Act also clarifies how EOEL public prekindergarten educational assistance need a Child Development Associate (CDA) credential or associated

coursework. Moreover, the public prekindergarten teachers, educational assistants, and principals will need to participate in all relevant professional learning sessions, coaching and mentoring and other meetings offered through EOEL.

This Act also clarifies how the Department of Education (DOE) will continue to have administrative authority for special education and Title I funded prekindergarten programs, and provide provisions of services, including capital improvement and repair and maintenance, to schools for any facility with EOEL administered prekindergarten programs, except services related to curriculum, instruction, assessment and professional learning support.

In addition, this Act, establishes that DOE in its implementation of Title I funded prekindergarten shall adhere to the quality standards, regarding curriculum, instruction assessment, family engagement and transitions of child in and out of the public prekindergarten classroom through DOE- EOEL memorandum of agreements or memorandum of understandings for EOEL to provide professional learning support to principals and teachers of Title I funded prekindergarten classrooms.

I am pleased with the clarification that EOEL will administer an application process for public schools interested in a EOEL prekindergarten classroom on their campus, which includes examining data about community need; availability and capacity of existing early learning programs or schools for four- year-olds on the school campus and surrounding areas; and how these public school classrooms and outdoor play areas will need to meet DHS requirements for health and safety for four-year-olds. I value how EOEL will give priority to implement EOEL public prekindergarten classrooms in public charter schools, serving high populations of underserved or at-risk children.

Thank you for the opportunity to testify in strong support of HB 921 HD 2.

A handwritten signature in cursive script that reads "Theresa F. Lock".

Theresa (Terry) F. Lock

HB-921-HD-2

Submitted on: 3/14/2019 1:15:16 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Carrie Sole	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 1:35:00 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Laurie Takeno	Individual	Support	No

Comments:

Dear Senate Committee on Education,

I would like to express my clear support of HB 921. I strongly 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 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 shown is a critical component of an impactful ECE experience that closes the achievement gap. 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: preschool laboratory schools (where master ECE teachers are developed and trained), 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 and effective early learning system in our State, all state-funded prekindergarten programs in Hawaii should be kept under the oversight of the EOEL.

As your constituent, a parent, and an educator, I strongly urge you to pass HB921.

Mahalo,

LaurieAnn Takeno

HB-921-HD-2

Submitted on: 3/14/2019 1:40:51 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Sabrina Ongos	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 2:05:38 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Cheryl Kuni	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 2:15:13 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Benita Sonan	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 2:17:33 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Dana Ciacci	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 2:21:34 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Dena Akiu	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 2:22:48 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Martha Shim	Individual	Support	No

Comments:

HB-921-HD-2

Submitted on: 3/14/2019 2:35:24 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Alan Arimoto	Individual	Support	No

Comments:

To: Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice Chair
Committee on Education

From: Alan Arimoto, Pre-Kindergarten Teacher

Subject: Measure: H.B. No. 921 – Relating to Education

Hearing Date: Friday, March 15, 2019

Time: 2:45P.M.

Location: Conference Room 229

Good afternoon. My name is Alan Arimoto and I am respectfully submitting this testimony in **support** of House Bill 921.

I am a pre-k teacher on the windward side of Oahu in Kailua at Keolu Elementary school. I have been a special education teacher for approximately 14 years and have worked in a fully self-contained (FSC) K-6 and preschool setting, as well as preschool inclusion. This is my first year teaching the Executive Office on Early Learning (EOEL) public pre-k.

The EOEL has been working very hard to provide quality early learning seminars to better educate stakeholders and build a positive community in early education. Their leadership, expertise and knowledge in this niche field better helps me perform in my classroom by promoting high standards, on-going trainings and in-person coaching/mentoring. The EOEL reminds us about developmentally appropriate practices, looking at the whole child and not just a child's academic achievement. They challenge teachers to take a deeper look into our teaching practices, such as what are we teaching our children and why are we teaching it. In addition, the EOEL looks at educating stakeholders about the science-based approaches of early childhood development. According to the Center on the Developing Child at Harvard University, *"the experiences children have early in life not only influence their developing brain architecture, but also affect how genes are turned on and off and even whether some are expressed at all."*

The EOEL has recognized this and has built a partnership with the University of Hawai'i at Manoa in effort to build the workforce of highly qualified teachers in ECE. After hearing this, I took the initiative to earn my Master's Degree in Early Childhood Education. As I am in my first year of graduate school and going to EOEL seminars, I feel like I'm better grounded in my teaching practices.

According to *The Road to High-Quality Early Learning: Lessons From the States*, states such as Michigan, West Virginia, Washington and North Carolina have successfully built high quality ECE systems by exemplifying many quality benchmarks of the National Institute for Early Education Research and expanding its early learning programs without sacrificing quality. A common theme in all these states are *"housing all children's services under one umbrella or create a cabinet-level department that works across agencies."* Similarly like these states, the EOEL would act as the lead independent agency of public pre-k, strengthening the coordination for early childhood services.

I believe the EOEL should have the opportunity to continue what they have started, which is laying the foundation of what quality education can be for our state. They have the expertise in the field and like other successful states that have paved the way of what ECE looks like, EOEL mirrors that.

I thank you for this opportunity to testify in support of HB 921.

LATE

HB-921-HD-2

Submitted on: 3/14/2019 5:15:54 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Ariel Mateo	Individual	Support	No

Comments:

As a caregiver for infants and toddlers I know that the first five years of a child's life is essential for growth and development. Allowing the EOEL to have authority will allow our pre-k children to have teachers who understand their development and be able to best scaffold and advocate for them. The keiki are the future, what better way to invest in them then by giving them enriching education from their early experiences of school. I support HB921 HD2. Thank you for this opportunity. Mahalo.

HB-921-HD-2

Submitted on: 3/14/2019 5:49:52 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

LATE

Submitted By	Organization	Testifier Position	Present at Hearing
Jane Campbell	Individual	Support	No

Comments:

LATE

HB-921-HD-2

Submitted on: 3/14/2019 7:16:14 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

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

Comments:

LATE

HB-921-HD-2

Submitted on: 3/14/2019 7:36:44 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Arianna Joy	Individual	Support	No

Comments:

LATE

HB-921-HD-2

Submitted on: 3/14/2019 8:08:14 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Ai Cheng	Individual	Support	No

Comments:

LATE

HB-921-HD-2

Submitted on: 3/14/2019 9:22:13 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kiana Kauwe	Individual	Support	No

Comments:

Aloha! My name is Kiana Kauwe and I am a fifth year, DOE teacher that has worked closely with EOEL mentor teachers. I am in strong **support of HB 921** that clarifies the executive office of early learning as the lead administrator of state-funded early learning prekindergarten programs other than special education and Title I programs.

I am writing as a teacher leader to share my firsthand experience in relationship with EOEL mentor teachers. Our school is one of the first pre-K classrooms to open and since then, our teachers and administrators have gone through deep shifts in understanding how our youngest learners learn in authentic settings. With guidance and support from EOEL, our faculty has jumped into a deep sea of learning alongside our children as we all explore, investigate, and make meaning together.

Professional development (PD) through EOEL looks and feels different than any other PD I've received. EOEL's quarterly professional learning days for teachers and administrators have anchored and renewed our school's purpose and practices. We are provoked to reflect on and analyze our *own* thinking and then making connections to our work with our youngest learners. Coleen Momohara, Early Learning Educational Specialist, continues to support our school with ongoing PD connected to our school's powerful instructional practice. On a classroom level, I have received powerful mentorship, modeling, and resource support that has fundamentally changed who I am as a teacher.

I share my personal experience and that of our school as evidence of EOEL's deep impact and successful partnership with the DOE. I **support HB 921** which clarifies the current path designating EOEL to grow the early childhood education field with care and concern from the ground up. I believe EOEL's specialized expertise best serves the development and support that teachers need. Mahalo nui loa.

LATE

HB-921-HD-2

Submitted on: 3/14/2019 9:06:15 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Olivia Howser	Individual	Support	No

Comments:

LATE

HB-921-HD-2

Submitted on: 3/14/2019 9:41:15 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

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

Comments:

LATE

HB-921-HD-2

Submitted on: 3/14/2019 9:49:17 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Emiko Kurosawa arakaki	Individual	Support	No

Comments:

LATE

HB-921-HD-2

Submitted on: 3/14/2019 10:05:21 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

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

Comments:

I encourage you to support HB921 HD2. As an elementary public school educator, I believe that high quality education is what our children deserve. I believe it starts at the foundation, in early childhood education. It is vital that we support our children from the very beginning in their academic careers so that they can develop the skills to become well-rounded individuals who contribute to our society in positive ways. Having high quality programs and qualified teachers will ensure that our children receive the best education possible so that they transition into an elementary school setting smoothly. Early childhood education helps children develop their skills through different modes such as play, social interaction, song and dance which builds a strong sense of self and encourages children to tap into their multiple intelligences. I highly urge you to support HB921 HD2 which will have a positive and lasting impact on our children.

Thank you for the opportunity to present my testimony.

LATE

HB-921-HD-2

Submitted on: 3/15/2019 9:55:49 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Frank O. Hay	Individual	Support	No

Comments:

I strongly support HB 921 HD 2. I came to Hawaii as a teen-ager more than fifty years ago. My last year of high school, at 'Iolani School, was my first in Hawaii. I am a graduate of the University of Hawaii. I've hired and worked with the products of the Department of Education's public school system. In some cases, they have been outstanding young men and women. However, it appears clear that the Department of Education as a whole is not living up to its promise to prepare young people for life in a modern economy.

As a result, knowing the Governor's strong support for early childhood education, and the success of the Executive Office on Early Learning, I believe that the Executive Office is appropriate within the Office of the Governor. There it is most likely to succeed, and Hawaii as a whole to benefit.

Frank O. Hay

268 Hua Place, Wailua Mauka

Kapaa, Kauai 96746-9608

(808) 635-3326

LATE

HB-921-HD-2

Submitted on: 3/14/2019 11:05:47 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Mei Arakaki	Individual	Support	No

Comments:

I am an Early Childhood Education student and I support this bill because I believe that we owe it to young children to give them a good and solid foundation upon which they can build in their later learning, and the only way they will receive the quality care they deserve is if the Executive Office on Early Learning is the administrative authority for state-funded prekindergarten programs.

Establishing the Executive Office on Early Learning to oversee these programs will help so many children, especially those that come from low-income backgrounds; they would benefit greatly from the quality care because they are the children that need it most. These are the children that are already vulnerable, thereby making them particularly susceptible to falling through the cracks without the quality care needed to nurture their growth.

Quality care is what is needed to start young children on the path to lifelong learning - not just success in their compulsory education - and in order to give our early learners the opportunities they deserve, it is of the utmost importance that the Executive Office on Early Learning is the one to ensure it.

LATE

HB-921-HD-2

Submitted on: 3/15/2019 6:27:33 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Bob Davis	Individual	Oppose	No

Comments:

HB 0921 is not necessary as the DOE has already established a collaborative relationship with public and private stakeholders with the implementation of PreK classes in our public schools. We are working to expand our current programming to provide equitable access for students of families in high need areas. Thank you

LATE

HB-921-HD-2

Submitted on: 3/15/2019 6:32:40 AM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kathleen Dimino	Individual	Oppose	No

Comments:

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.

I oppose HB 921 HD1 as it purposefully strips the oversight authority of HIDOE for its public PreK programs.

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.

This bill has divided a partnership that was designed to work in harmony to meet the needs of our students. The language of the bill is designed to purposefully block the department of education from its long-range plan to provide a seamless PreK-12 education for students in our communities. I am at a loss as to why.

Please carefully consider that this bill should not have been submitted and allow conditions to be created to continue the DOE and EOEL partnership. Allows the DOE to move forward with the important work of planning for our students' education.

Kathleen Dimino, Ph.D
Complex Area Superintendent - BKM

HB-921-HD-2

Submitted on: 3/12/2019 11:46:17 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Mary Smart	Individual	Oppose	No

Comments:

We don't need and we can't afford pre-kindergarden. The legislature is considering adding new taxes. Do not add to our already excessive tax burden. Long range studies have determined these early programs don't benefit the children or the community.

HB-921-HD-2

Submitted on: 3/14/2019 3:37:04 PM

Testimony for EDU on 3/15/2019 2:45:00 PM

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

Comments:

Dear Honorable Committee Members:

Please oppose HB921. Since early childhood learning scaffolds into what is learned at higher grade levels, it makes sense to have preschool programs under the purview of the DOE rather than private/charter schools.

Thank you for the opportunity to present my testimony.

Andrea Quinn

Kihei