



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

ON THE FOLLOWING MEASURE:

S.B. NO. 78, S.D. 2, H.D. 2, PROPOSED, RELATING TO EDUCATION.

BEFORE THE:

HOUSE COMMITTEE ON FINANCE

DATE: Wednesday, April 3, 2019

TIME: 2:00 p.m.

LOCATION: State Capitol, Room 308

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

Chair Luke and Members of the Committee:

The Department of the Attorney General provides the following comments.

The purposes of this bill are to: (1) require the Department of Education (DOE) to contract with a third-party consultant to perform a study on the adequacy of education funding in Hawaii; provided that the consultant specializes in school finance and has previous experience conducting studies of public education systems in multiple states; (2) 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; (3) require the DOE in its implementation of Title I-funded prekindergarten classrooms to adhere to certain quality standards and work with the EOEL; (4) define the roles and responsibilities of the EOEL and the DOE as they relate to the EOEL Public Prekindergarten Program; and (5) appropriate funds to the eighteen existing pre-kindergarten classrooms in State charter schools.

Section 5 of the bill, on page 7, lines 17 – 19, amends section 26-12, Hawaii Revised Statutes (HRS), to add a proviso that reads as “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 in section 15 on page 21, lines 15 – 20, to be added to section 302L-7, HRS, 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 21, line 20, 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, 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 18, line 14, and page 21, line 16, to “individualized education [plan] program”, and change the reference to “individualized education plans” on page 22, line 3, 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
Executive Office on Early Learning
2759 South King Street
HONOLULU, HAWAII 96826

Revised

April 2, 2019

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

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: **Measure:** S.B. No. 78, Proposed H.D. 2 – Relating to Education
Hearing Date: April 3, 2019
Time: 2:00 p.m.
Location: Room 308

Bill Description: Requires the Department of Education to contract with a third-party consultant that specializes in school finance to study the adequacy of education funding in Hawaii. Appropriates moneys for the study. 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 of Early Learning Public Prekindergarten Program. Appropriates funds to the eighteen existing pre-kindergarten classrooms in State charter schools.

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Support the Intent

Department of Education Superintendent Dr. Christina Kishimoto and Executive Office on Early Learning Director Lauren Moriguchi are both dedicated to ensuring that PreK students have a strong foundation of early learning before entering kindergarten.

Both agencies have mutually committed to work collaboratively together to ensure smooth transitions and alignment across programs and between PreK to K to ensure continuity of high-quality learning experiences for all children.

While the HD2 language may require refining, DOE and EOEL respectfully would appreciate the funding support to add 22 new public PreK classrooms to the EOEL Public Pre-K Program. DOE has conducted initial facilities assessments and EOEL, School Principals and Complex Area Superintendents are ready to implement these 22 classrooms.

Thank you for the opportunity to submit testimony.

DAVID Y. IGE
GOVERNOR



JOHN S.S. KIM
CHAIRPERSON

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

<http://CharterCommission.Hawaii.Gov>
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: (808) 586-3775 Fax: (808) 586-3776

FOR: SB 78 SD2 Proposed HD2 Relating to Education
DATE: April 3, 2019
TIME: 2:00 P.M.
COMMITTEE: Committee on Finance
ROOM: Conference Room 308
FROM: Sione Thompson, Executive Director
State Public Charter School Commission

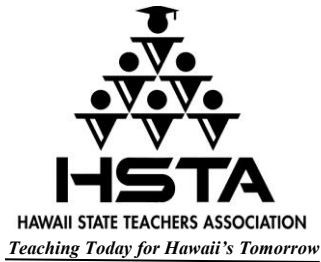
Chair Luke, Vice Chair Cullen, and members of the Committee:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony in **SUPPORT of SB 78 SD2 HD2**, specifically Section VII of the proposed House Draft 2 which appropriate funds to the 18 existing prekindergarten classrooms in state public charter schools.

The Commission is grateful for the support of public charter schools and early childhood education that this committee is providing through this measure. The federal funding for the 18 existing pre-kindergarten classrooms currently funded through the Preschool Development Grant (PDG), will sunset June 30, 2019.

The Commission defers to the Executive Office on Early Learning and the Department of Education on the other sections of this measure. We look forward to continuing to collaborate with the Legislature, the Executive Office on Early Learning, and the Department of Education on developing a high quality early childhood education program in the State of Hawaii.

Thank you for the opportunity to provide this testimony.



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Corey Rosenlee
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TESTIMONY BEFORE THE HOUSE COMMITTEE ON FINANCE

RE: SB 78, SD2, HD1 Proposed HD2 - RELATING TO EDUCATION

WEDNESDAY, APRIL 3, 2019

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Luke and Members of the Committee:

The Hawaii State Teachers Association **supports SB 78, SD2, HD1, Proposed HD2,** relating to education.

We support Part I of this proposed draft supporting an school funding adequacy study. We are a little confused as to why the language from HB 921, which will have a hearing on Friday in the WAM committee, has been inserted into Part II of this bill. Although we absolutely support the funding provided in VI, Section 19 that would appropriate funding for the 18 existing pre-kindergarten classrooms in public charter schools that will no longer receive federal funding, we believe all of the pre-k part of this proposed draft belong in the HB921, SD2 proposed draft.

In recent years, state legislatures, state education departments and advocacy groups in more than 30 states have sponsored education adequacy studies to objectively determine the funding levels needed to educate all children to high standards. These professional studies have introduced transparency and rigor to a previously opaque and often arbitrary process.

Providing lawmakers with the very best, most accurate and most reliable data is an imperative first step to help them plan for funding allocations that will concentrate efforts to improve the quality of education our students deserve.

Supporting a school funding adequacy study using the Evidence-Based Method will determine what it will truly cost to educate all public school students in Hawai'i, regardless of income, location, learning challenges or other circumstances.

Adequacy studies are rigorously being used to lay the groundwork for long-term, meaningful school improvement by determining where resources should be allocated, based on the best educational research, that will help all students achieve



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and succeed, whether that means college, technical training, apprenticeships or jobs right after graduation. An adequacy study will help determine the true cost of providing a high-quality education to all of our children in Hawaii in our public schools.

An adequacy study would take into consideration what is needed at a school based on poverty, districts of varying sizes, types of schools (elementary, middle, high school), plus the size of the school, and whether it is in a geographically isolated district such as Lanai and Hana. It will also consider what resources, including certified teachers and support staff, are needed, to help focus on all students including those with special needs, English Language Learners, and at-risk students. The study will provide lawmakers with the foundation for any potential school funding allocations to get the most bang for the buck, so to speak. It has worked for other states, such as Washington, recently, and it is time for Hawaii to take a closer look at our funding for our public schools, especially when it comes to resource allocations.

Accordingly, the Hawaii State Teachers Association asks your committee to **support** this bill.



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

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

RE: **Support for SB 78 HD 2 Proposed**

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 the proposals made in SB 78 HD 2, which 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 of Early Learning Public Prekindergarten Program, and appropriates funds to the eighteen existing pre-kindergarten classrooms in State charter schools.

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 SB 78 HD 2 proposed. Mahalo for the opportunity to provide testimony.



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

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

DATE/LOCATION: April 3, 2019; 2:00 p.m., Conference Room 308

RE: TESTIMONY IN SUPPORT OF SB 78 SD 2 HD 2– RELATING TO

We ask you to support SB 78 SD 2 HD 2 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 for all of our keiki during their earliest school years.

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.

We support increased access for Early Learning.

- Whereas Head Start/Early Head Start provides access to the highest quality early learning for keiki and families at or below 100% federal poverty level.
- Whereas over \$27,000,000 in federal funds come to Hawaii, which represents one of the largest sources of dedicated early learning funding for those most in need.
- Whereas Head Start providers continue to rely on strong partnerships with the Department of Education and the Executive Office of Early Learning.

We ask that any legislation note the above and take into consideration that, while the intent is to increase access, any disruption to current relationships could cause reduction to service levels for children and families. For example, displacement of Head Start classrooms from DOE campuses will cause a reduction in the number of children served, especially those who are most in need.

In order to be able to reach and serve all our keiki, it is critically important that we continue to support all early learning providers—the State, Head Start and Early Head Start providers, Charter Schools, Family Child Care Homes, Family Friend and Neighbor care, Family-Child Interactive Learning programs, Private preschools and more. All early care and learning providers play a critical role in making early care accessible and affordable for Hawaii’s families. For example, currently, over \$27,000,000 in Federal Head Start Funds come to Hawaii. This is a significant investment in early learning in Hawaii and must be considered as part of the overall strategy. We thank the legislature for your continued support of early learning in our State. 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 SB 78 SD 2 HD 2**, please contact me at (808) 847-3285 or rkusumoto@pacthawaii.org if you have any questions.

April 2, 2019

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

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

Re: **SB 78, SD2, HD1, Proposed HD2– RELATING TO EDUCATION**
Hawaii State Capitol, Room 308 ,April 3, 2019, 12:00PM

HCAN is committed to improving lives and being a strong voice advocating for Hawai'i's children. We write in SUPPORT of SB 78, SD2, HD1, Proposed HD2: Requires the Department of Education to contract with a third-party consultant that specializes in school finance to study the adequacy of education funding in Hawaii. Appropriates moneys for the study. 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 of Early Learning Public Prekindergarten Program. Appropriates funds to the eighteen existing pre-kindergarten classrooms in State charter schools.

Improving education and making sure our keiki are ready to learn is at the very core of the work we do here at HCAN.

We need to make sure existing schools are ready, teachers have the proper pre-k training and the needs of the community are met. Opening a pre-K classroom without these things only hurts our keiki.

EOEL was created for this very purpose – to create comprehensive early learning childhood development and learning systems for our keiki. To be the vehicle, in partnership with DOE, to ensure we have high quality, uniform pre-K classrooms across the state.

We also need to make sure that the existing 18 pre-K classrooms in our Charter Schools continue to be funded. They are doing amazing work and serving our communities extremely well.

This bill would help to stabilize the public preschool programs in Hawaii's charter schools when the loss of current federal funding runs out at the end of this year. The Charter School Pre-K Programs allow for 18 pre-k classrooms in Hawaii's charter schools, targets low and moderately-low income families in high-need areas, supports instruction of Hawaii's two official languages in early childhood settings and invests in our future as well as theirs.

Let's continue this great work. With your help, our keiki will be more prepared for kindergarten and life.

HCAN respectfully requests that the committee pass this bill.

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

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

COMMITTEE ON FINANCE

TESTIMONY IN SUPPORT TO SB 78 S.D. 2 H.D. 2 Relating to Education

DATE: Wednesday, April 3, 2019
TIME: 2:00pm
PLACE: Conference Room 308
State Capitol

Chair Luke, Vice Chair Cullen, and members of the Committee:

Kualapuu Public Conversion Charter School on the island of Molokai appreciates the opportunity to submit this testimony in **STRONG SUPPORT of SB 78 S.D. 2 H.D.2.**

SB 78 Section 19 appropriates out of the general revenues of the State of Hawaii the sum of \$4,000,000 or so much thereof as may be necessary for fiscal year 2019-2020 and the same sum or so much thereof as may be necessary for fiscal year 2020-2021 to provide funding for the eighteen existing pre-kindergarten classrooms in public charter schools in the State.

This will sustain the 18 high quality prekindergarten programs in charter schools currently funded by the federal Preschool Development Grant beginning school year 2018-2019. Our students benefit from these programs.

Research shows that children who attend preschool are better prepared for school and in life. Long-term studies suggest that preschool positively impacts important societal outcomes such as high school graduation, completed years of education, earnings, and reduced crime and teen pregnancy.

Sustaining high quality prekindergarten programs means that our school will continue to support our community children to have FREE access to an early education, especially in a rural area that has high poverty. Many of our children need an early start to learning to give them an early start and edge out of poverty.

Thank you for your support and consideration of **SB 78 S.D. 2 H.D.2.**



Lydia Trinidad
Principal



Aloha United Way

April 2, 2019

Aloha United Way
200 N. Vineyard Blvd., Suite 700
Honolulu, Hawaii 96817

Representative Sylvia Luke, Chair, Committee on Finance
Representative Ty J. K. Cullen, Vice Chair, Committee on Finance

SB 78, SD2, HD1 Relating to Education – **SUPPORT with Comments**
April 3, 2019; Hearing Time 2:00 PM; Conference Room 308

Honorable Chairs, Vice Chairs & Committee Members:


Thank you for the opportunity to provide testimony in strong support of SB 78, SD2, and the proposed HD2 which will provide funding and clarification of the responsibilities for the State-funded prekindergarten program.

SB 78, SD2 and the proposed 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. It 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. It also provides funding for the existing 18 prekindergarten classrooms.

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 children 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 children.

Aloha United Way urges your favorable consideration of SB 78, SD2, HD2.

Sincerely:



Cindy Adams
President & CEO

SB-78-HD-1

Submitted on: 4/2/2019 12:45:33 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Margarita Kulaga	Laupahoehoe Community Charter Public School	Support	No

Comments:

My name is Margarita, I have 5 children, one of whom has attended the PreK program at Laupahoehoe Charter School. My daughter has wanted to go to school since the day she was born, because I could not afford a PreK program, I haven't been able to send any of my kids to PreK, so when I found out about the opportunity to do so, I jumped on it and was able to for the first time send my third child to PreK. She has loved getting to be among her peers and learning so many life skills! The teachers there are unbelievable, they are dedicated to every child's success, they love and care for each one as though they are their own. This PreK has provided stability for many kids that come from rough home situations, providing them a safe, stable and loving environment! I have witnessed this myself! It would be detrimental to take that away from the community! My son Abel is already excited and planning on attending PreK this next fall, please do not deny him this privilege! Thank you!



Hawaii Chapter

April 2, 2019

Thank you for this opportunity to testify on SB 78 SD2 HD2, relating to education. Requires that the Department of Education to contract with a third party consultant that specializes in school finance to study the adequacy of education funding in Hawaii. Places all state-funded prekindergarten programs in Hawaii, other than special education and Title I funded programs, under the oversight of the Executive Office on Early Learning.

On behalf of the Hawaii Chapter of the American Academy of Pediatrics, I am writing in support of SB 78 SD2 HD2. Pediatricians know how important high-quality education is essential for raising productive members of society. Insufficient funding of education results in higher class sizes, inadequate school supplies and resources, and teacher vacancies. This places public school children at a disadvantage.

The Executive Office on Early Learning, under policies established by the Early Learning Board, can accomplish a comprehensive statewide approach to strengthen the early childhood system in Hawaii by focusing on working with various types of early childhood environments both private and public to work for all children, including the communication with the Department of Education with their special education and Title I funded programs and the Charter School Prekindergarten programs in the State, so all children 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 SB 78 SD2 HD2.

We strongly support SB 78 SD2 HD2.

Respectfully,

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

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

AAP - Hawaii Chapter

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SB-78-HD-1

Submitted on: 4/2/2019 1:45:13 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Erica Yamauchi	Hawaii Children's Action Network	Support	No

Comments:

As a parent of two young children, one who attends Waialae School, I wholeheartedly support our public education system and public charter schools in Hawaii, and ask for your help in passing this legislation to help sustain the current 18 charter school preschools. These families and staff are depending on your support to keep these children in quality preschool programs. Let's not go backwards with our early education efforts by defunding them now. The federal dollars helped us get them off the ground, so now is the time for the state to step up and continue to support their maintenance and expansion. Thank you for your consideration.

SB-78-HD-1

Submitted on: 4/2/2019 12:28:05 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Bob Davis	DOE - CAS	Oppose	No

Comments:

I strongly support adequacy study as I believe it will help to clarify funding needs for the DOE; however, I strongly oppose the preK language. I believe that the language in the bill around EOEL and DOE is not needed and impedes the progress in establishing public PK as well as creates challenges in a collaborative process.

SB-78-HD-1

Submitted on: 4/1/2019 5:01:09 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Patricia Boland	Individual	Support	No

Comments:

Preschool is much need in Hawaii, especially in the rural areas where our keiki are far from other children and social opportunities. Preschool has been proven to be helpful in the development of successful students. Please support SB78 SD2 HD1.

Thank you,

Patricia Boland

SB-78-HD-1

Submitted on: 4/2/2019 8:29:10 AM

Testimony for FIN on 4/3/2019 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Richard Mead	Individual	Support	No

Comments:

During the first year of this program for the 2017-2018 school year, we were able to send our son to the Waiālae Elementary Public Charter School PreK program. We literally live a block away from school and this was very exciting for us to be able to send our son to a PreK program at a school we have heard so many good things about. The program was amazing and our son learned so much that year. Not only did he learn the alphabet and numbers, he learned to write his name, how to be social and interact with other kids his age, create close friendships, be able to express himself and feel safe in his class. We saw a tremendous growth in him and all the teachers were so amazing and helpful and kind. We absolutely love the program and all the staff. We were so sad to hear that for the 2019-2020 SY, they might not have the program due to lack of funding. Our daughter will be of age for this year's PreK program and we want her to be able to attend as well as our youngest daughter who will be of age for the next year. It was also a blessing for us that it was a free program. Before our son entered the PreK program, we were paying close to \$2500 a month for childcare. I was basically working to send my kids to childcare and was unable to have any money left over for other bills so I had to get a second job. This has made our quality of life so much easier and better and we are so grateful for this program. Please allow for funding to be approved for this program. It really is an amazing program and it is setting up our Keiki, the future of Hawai'i, to be great and excel and be ready for life. I am sure the same goes for all families across the island who have been fortunate enough to have their kids in a program like this. Please keep this program for the future of our kids. This teaches them life skills that they can use everyday and we don't want to have to send our kids to a preschool where they just play with them and feed them snacks. We love the curriculum they have developed and you can see how the kids have grown and learned from the beginning of the school year. They are interactive with the kids and take them outside the classroom and give them hands on experiences with things they are learning in the classroom. It is an amazing thing to see and we hope the program can continue to enrich the lives of our keiki and their families.

Mahalo,

Richard Mead

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

April 2, 2019

Representative Sylvia Luke, Chair
Representative Ty J.K. Cullen, Vice Chair
Committee on Finance

Dear Honorable Members of the House Committee on Finance,

I would like to provide my strong support for SB 78, SD2, HD1 Proposed HD2 investing in high-quality, developmentally appropriate early learning programs under the purview of the Executive Office of Early Learning. I support Proposed HD2 and would also request that the committee consider adding language to Part V, Section 14, item (j) The teacher and educational assistant teaching in the classroom through the program shall provide direct services solely to students enrolled in the program and shall be provided time for meetings regarding program implementation in the program. I believe that teachers and educational assistants teaching young children also need to be committed to working with their families if we want our children to have consistent support at school and at home. Teachers and educational assistants also need support/training in how to work with families. I recommend that “and their primary caregiver” be added after “students.” With it currently reading “solely to students,” teachers are not expected to partner with their families for the best outcomes for their children. Additionally, the use of language specific to age 4 year old children may be restrictive in the future as the purview of the EOEL is to oversee children beginning prenatally to age 5 years, should the means become available to expand the program to 3 year olds and younger.

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 EOEL was established to ensure that Hawaii has an effective, coordinated, high quality early learning system. 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 parent representative on the Early Learning Board, 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 Proposed HD2, with consideration to my concerns above.

Respectfully,



Cherilyn Shiinoki

SB-78-HD-1

Submitted on: 4/2/2019 12:58:41 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

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

Comments:

SB-78-HD-1

Submitted on: 4/2/2019 1:19:03 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

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

Comments:

SB-78-HD-1

Submitted on: 4/2/2019 1:24:14 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Marcia Kemble	Individual	Support	No

Comments:

I strongly support SB 78, 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. 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." I believe that only the EOEL has the expertise that is needed in the unique needs of early learners and that they, and not the DOE, should be the administrative authority over pre-K programs.

I am now retired but for many years worked as a kindergarten teacher, so I am fairly familiar with the needs and characteristics of young learners.

Thank you.

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

From: Robert G. Peters, Chair
Early Learning Board

Subject: **Measure:** S.B. No. 78 Proposed H.D. 2 – Relating to Education
Hearing Date: April 3, 2019
Time: 2:00 pm
Location: Room 308

Description: Requires the Department of Education to contract with a third-party consultant that specializes in school finance to study the adequacy of education funding in Hawaii. Appropriates moneys for the study. 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 of Early Learning Public Prekindergarten Program. Appropriates funds to the eighteen existing pre-kindergarten classrooms in State charter schools.

Early Learning Board Position: Comments

I am Robert G. Peters, Chair of the Early Learning Board (ELB) which is the governing board for the Executive Office of Early Learning (EOEL). Thank you for this opportunity to offer testimony about SB No. 78 H.D. 2 on behalf of the Early Learning Board.

The ELB supports the appropriation request to continue the 18 charter school classrooms developed with funding from the Federal Preschool Development Grant, received by the Charter School Commission in 2015. 2019 marks the completion of the grant and this appropriation would sustain the quality early learning program opportunities for 360 children across our State.

Knowing the impact that quality learning experiences in pre-K have, particularly upon low income and at-risk children and their families, the ELB believes it is incumbent upon our State to continue the excellent work begun with the Federal start-up funds. The Charter School Commission reports gains on many fronts for the pre-K participants: cognitive, social emotional and physical development as well as language, literacy and math. These are the kinds of positive outcomes that pre-K experience offers our keiki and we don't wish to lose them.

As the governing board for the EOEL, we would like to affirm that charter pre-K classrooms are included in plans to increase access to families, particularly in areas lacking such opportunities, to ensure choice options. In addition, EOEL is committed to working with the Charter Commission to provide high-quality pre-K programs for Hawaii's keiki.

The ELB has not had the opportunity to review the provisions of this entire bill and I can, therefore, only offer testimony related to the charter school appropriation which it has agreed to support along with funding for 22 new public preschool classrooms in 2020-21.

SB-78-HD-1

Submitted on: 4/2/2019 2:13:59 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

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

Comments:

SMA Testimony SB 78 HD2

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 in 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 SB 78 HD2 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 need 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 need to be incorporated with academic goals.

SB-78-HD-1

Submitted on: 4/2/2019 2:28:52 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Elaine Yamashita	Individual	Support	No

Comments:

As an early childhood educator in the state for almost 40 years, I support the proposed HD 2 amendments to SB 78, which outlines the respective responsibilities of the Executive Office on Early Learning and the Dept. of Education.

The early childhood education knowledge base is different from the K-12 knowledge base, and early childhood educators have a strong background in child development, relationships, and addressing the whole child in the context of her/his family and community. Young children are vulnerable and in an important phase of their life, and EOEL is working to support high quality early childhood education programs and staffing in the public sector.

Elaine Yamashita



LATE

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

Date: 04/03/2019
Time: 02:00 PM
Location: 308
Committee: House Finance

Department: Education

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

Title of Bill: SB 0078, SD2, HD2 PROPOSED RELATING TO EDUCATION.

Purpose of Bill: Requires the Department of Education to contract with a third-party consultant that specializes in school finance to study the adequacy of education funding in Hawaii. Appropriates moneys for the study. 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. Appropriates funds to the eighteen existing pre-kindergarten classrooms in State charter schools. (SB78 HD2 PROPOSED)

Department's Position:
Chair Luke, Vice Chair Cullen, and Finance Members,

The Department of Education (Department) **supports Part I of the Proposed HD2 for SB78**, and continues to have concerns regarding the overly specific scope of work for the adequacy study, in particular Section 2 (b)(2).

The Department's requests that manner in which this concern was addressed in HCR 169 HD1 and HR151 HD1 be incorporated into this measure. This would involve replacing the following from Section 2 (b)(2) "~~Employ the evidence-based method to evaluate the adequacy of school funding, but may include the professional judgement method in its analysis,~~" with, "Employ multiple methods to evaluate the adequacy of school funding."

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

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.

LATE

SB-78-HD-1

Submitted on: 4/2/2019 3:21:13 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

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

Comments:

LATE

SB-78-HD-1

Submitted on: 4/2/2019 5:14:20 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Matt Ho	State of Hawai`i, Department of Education	Oppose	No

Comments:

I strongly support a study to be conducted by a third-party agency as this will identify the additional resources needed for the recruitment and retention of highly qualified teachers, promote student equity, and support our small schools.

I strongly oppose EOEL having administrative authority over all State-funded pre-kindergarten programs. This removes the governing authority of the Department. With the support of EOEL, the Department has moved forward in establishing additional pre-kindergarten programs next school year, with a plan to include additional schools in subsequent years. This Bill only impedes the progress of the Department in providing a developmentally appropriate education for our young learners, as this changes the authority and role of the Department.

I support the ongoing support and PD to be provided to the Department by EOEL.

LATE



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

Date: 04/03/2019
Time: 02:00 PM
Location: 308
Committee: House Finance

Department: Education

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

Title of Bill: SB 0078, SD2, HD2 PROPOSED RELATING TO EDUCATION.

Purpose of Bill: Requires the Department of Education to contract with a third-party consultant that specializes in school finance to study the adequacy of education funding in Hawaii. Appropriates moneys for the study. Clearly establishes the Executive Office on Early Learning (SB78 HD2 PROPOSED)

Department's Position:

Department of Education Superintendent Dr. Christina Kishimoto and Executive Office on Early Learning Director Lauren Moriguchi are both dedicated to ensuring that PreK students have a strong foundation of early learning before entering kindergarten.

Both agencies have mutually committed to work collaboratively together to ensure smooth transitions and alignment across programs and between PreK to K to ensure continuity of high-quality learning experiences for all children.

While the HD2 language may require refining, DOE and EOEL respectfully would appreciate the funding support to add 22 new public PreK classrooms to the EOEL Public Pre-K Program. DOE has conducted initial facilities assessments and EOEL, School Principals and Complex Area Superintendents are ready to implement these 22 classrooms.

Thank you for the opportunity to submit 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.

LATE

SB-78-HD-1

Submitted on: 4/2/2019 7:04:27 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Robyn Chun	Individual	Support	No

Comments:

SB-78-HD-1

Submitted on: 4/2/2019 9:09:38 PM

Testimony for FIN on 4/3/2019 2:00:00 PM



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

Comments:

To: Representative Luke, Chair

Representative Cullen, Vice Chair

Members of the House Committee on Finance

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

Date: April 3, 2019; 2:00 p.m., Conference Room 308

RE: TESTIMONY PROVIDING COMMENTS ON SB 78 SD 2 HD 2 – RELATING TO EDUCATION

Thank you for allowing us to provide comments on SB 78 SD 2 HD 2 which seeks to place all state-funded Pre-Kindergarten programs in Hawaii, other than special education and Title I funded programs, under the oversight of the Executive Office on Early Learning. We support the intent of this bill and believe that the Executive Office of Early Learning (EOEL) has proven itself capable of oversight of all public Pre-K programs. We are confident in EOEL's ability to continue to work with the Department of Education as well as all early learning service providers to expand access to high-quality preschool programs to meet the needs of thousands of keiki who currently aren't being served.

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

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

EOEL has also led Hawaii's efforts to:

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

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

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

Family Support Hawaii (Hawaii Island)

Honolulu Community Action Program (Oahu)

Maui Economic Opportunity, Inc (Maui)

Maui Family Support Services (Maui)

Parents And Children Together (Oahu and Hawaii Island)

Thank you for the opportunity to provide comments on **SB 78 SD 2 HD 2**

SB-78-HD-1

Submitted on: 4/2/2019 8:44:46 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

LATE

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

Comments:

It is important to clarify and define the Executive Office of Early Learning as the prime authority regarding implementation of early childhood programs in the Hawaii Department of Education.

SB-78-HD-1

Submitted on: 4/3/2019 6:12:13 AM

Testimony for FIN on 4/3/2019 2:00:00 PM

LATE

Submitted By	Organization	Testifier Position	Present at Hearing
Kim Johnston	Individual	Support	No

Comments:

LATE

SB-78-HD-1

Submitted on: 4/3/2019 6:30:15 AM

Testimony for FIN on 4/3/2019 2:00:00 PM

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

Comments:

To the members of the House Finance Committee:

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

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

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

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

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

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

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

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

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

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

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

It is also important that the Charter School Preschool classes continue to function after the loss of the federal grant that made them possible.

Please consider supporting SB 78 DD2 and thank you for your time.

Mahalo,

Deborah Morrow

Kailua Elementary School

SB-78-HD-1

Submitted on: 4/3/2019 8:55:26 AM

Testimony for FIN on 4/3/2019 2:00:00 PM



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

Comments:

I am in support of this bill as it:

- Affirms the statute empowering the EOEL and also brings clarity to the scope of responsibility/authority, roles and relationships between the EOEL and the HIDEOE and there is an expectation for clear communication and respectful collaboration and relationships that are consistent with the current statutes.
- Ensures that there are research based policies and procedures in place to address minimum quality standards across all settings and address best practices for curriculum, instruction, assessment, family engagement and professional learning and that these fall under the office which was created to house expertise and provide research based leadership in this area, consistent with a continuum of early learning services across the early childhood years (Prenatal - 8 years)
- There are accountability measures in place so there is clarity in the data on PreKs that are established and operated in public school settings and the expectation that efforts are coordinated and reported accurately under the oversight of the entity charged with this responsibility in the statute.
- There are also measures in place to provide intentional and orderly expansion of PreK so that new classroom do not supplant or put out of business current programs and services for children birth through age 5 and so that we are also building on previous efforts. It prioritizes funding the 18 Charter School PreKs that were created with the 2014 US Preschool Development Grant (USPDG) federal funds. A condition of the USPDG grants was that states would sustain the classrooms after the grant ended. It would be illogical to create new state funded PreKs and to let these classrooms go after all that has been invested in them.

LATE

SB-78-HD-1

Submitted on: 4/3/2019 9:48:15 AM

Testimony for FIN on 4/3/2019 2:00:00 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 SB 78 SD2 HD1** 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, and child health and mental health.

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 (EOEL) 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, SB 78 SD2 HD1 supports this effort. Therefore, I **strongly urge you to pass SB 78 SD2 HD1**, 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



**SB78 SD2 HD1 PROPOSED HD2
RELATING TO EDUCATION
House Committee on Finance**

April 3, 2019

2:00 p.m.

Room 308

The Beneficiary Advocacy Empowerment (BAE) Committee of the Office of Hawaiian Affairs (OHA) will recommend that the Board of Trustees **SUPPORT** SB78 SD2 HD1 Proposed HD2, Part VII, which would provide funding for fiscal year 2019-2020 and fiscal year 2020-2021 to the State Public Charter School Commission to maintain and continue the eighteen existing pre-kindergarten classrooms in Hawai‘i public charter schools. **This provision is necessary to ensure the continuation of a program that benefits young learners, and increases their likelihood of future academic success and positive overall development.**

In any given year, there are about 17,000 four-year-old children in Hawai‘i, approximately half of whom will enter kindergarten without having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their new students are not ready for school. Encouraging greater preschool attendance may substantially increase our children’s chances of success in kindergarten and beyond: research shows that children are more likely to succeed in kindergarten, reach higher levels of educational attainment, and contribute meaningfully to society, among other positive outcomes, when provided with the opportunity for high-quality early childhood education.

In 2014, OHA wrote a letter to the U.S. Department of Education (USDOE), in support of the State’s successful application to the USDOE’s Preschool Development Grants Program. The State’s application proposed to improve kindergarten readiness with an ambitious yet achievable plan, to expand access to high-quality preschool classrooms in high-need communities through a charter school prekindergarten program. Eleven public charter schools, seven of which are Hawaiian culture-based or Hawaiian language immersion schools, currently support prekindergarten classrooms, with charter school directors reporting a significant difference in kindergarten readiness as a result. SB78 SD2 HD1 Proposed HD2, Part VII, will ensure funding for the continuation of the charter school prekindergarten program for two fiscal years, and allow preschool-aged children, including Native Hawaiian keiki, in our public charter schools to continue accessing the advantages of early childhood education.

OHA continues to be a strong supporter of Hawai‘i’s public charter schools, many of which provide a culturally-grounded education for Native Hawaiian and other children.

17 of the 37 public charter schools in Hawai‘i are Hawaiian culture-based or Hawaiian language immersion schools, in which OHA has invested over \$18.6 million between FY 2005-2006 and FY 2016-2017. On October 19, 2017, the OHA Board of Trustees approved an additional \$3 million total to be provided to these charter schools for FY 2017-2018 and FY 2018-2019. OHA made this investment because research shows that Hawaiian students exposed to culturally-driven educational strategies have a stronger sense of socio-emotional well-being, deeper engagement with their schools, and a stronger commitment to civic activities in their community, factors which are directly tied to greater academic achievement.

Therefore, OHA urges the Committee to **PASS** SB78 SD2 HD1 Proposed HD2, Part VII. Mahalo nui for the opportunity to testify on this measure.

LATE

SB-78-HD-1

Submitted on: 4/3/2019 12:17:35 PM

Testimony for FIN on 4/3/2019 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Sean Tajima	Individual	Comments	No

Comments:

I support the adequacy study to clarify funding needs for the DOE.

I oppose the language regarding EOEL having administrative oversight of the DOE-funded (non Sped & Title I) PreK programs. While I value the support and guidance that EOEL has to impact high quality PreK programs, our school administrators and CAS should have administrative oversight on all DOE programs, including PreK. Having the DOE with administrative oversight and EOEL providing consult, will allow for more efficient collaboration to expedite high quality PreK programs.

I support charter school PreK continuing without disruption.

The priority is to secure funding the 22 PreK classrooms. Two of those sites are in the Campbell-Kapolei complex area, and are ready to offer these programs.

SB-78-HD-1

Submitted on: 4/3/2019 2:44:24 PM

Testimony for FIN on 4/3/2019 2:00:00 PM



Submitted By	Organization	Testifier Position	Present at Hearing
Lianna Lam	Wai'ala'e Elementary	Support	No

Comments:

Please accept our testimony (attached letter), on behalf of Wai'ala'e School Governing Board, in support of Early Childhood Education efforts.

Mahalo,

Lianna Lam

Chair, Wai'ala'e School Governing Board