



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

February 2, 2020

**TO:** Representative Justin H. Woodson, Chair  
Representative Mark J. Hashem, Vice-Chair  
Representative Sean Quinlan, Vice-Chair  
House Committee on Lower & Higher Education

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

**SUBJECT:** **Measure:** H.B. No. 2094 – RELATING TO EARLY LEARNING  
**Hearing Date:** February 4, 2020  
**Time:** 2:30 p.m.  
**Location:** Room 309

**Bill Description:** Establishes an early childhood educator stipend program to be administered by the Executive Office on Early Learning to address the shortage of qualified early childhood educators in Hawaii. Appropriates funds.

**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. 2094.

We appreciate the Legislature's recognition of the critical need for qualified early childhood educators in Hawaii.

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

**An early learning program that is not high-quality is linked to inappropriate referrals to special education, which will end up costing the State more.**

**An early learning program that is not high-quality is linked to suspensions and expulsions of children, which are linked to adverse educational and life outcomes.** However, the rate at which children are expelled from state-funded preschool across the nation is alarming – a rate more than three times that of their peers in kindergarten through grade 12. (We note that there have been no suspensions or expulsions in the EOEL Public Prekindergarten Program to date.)

**When young children are placed in programs that are not high-quality, we risk setting them on a negative trajectory – opposite of the positive outcomes that research has shown are associated only with high-quality early learning programs.**

This is why one of our nation's foremost experts on early learning says, **“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).

**In our work to increase access to high-quality early learning, we have made workforce development one of our highest priorities.**

One of the most fundamental components of high-quality early learning is a qualified educator. The Institute of Medicine and National Resource Center for Health and Safety in Child Care and Early Education recognize that “(t)eachers with at least a bachelor’s degree are more likely to aptly approach instruction – they are more sensitive, less punitive, and more engaged.” This is key because “(t) here is general agreement among experts in the field of child development that the quality of classroom interactions between teacher and child contributes substantially to children's learning and development.” (Bowman, Donovan, & Burns, 2001).

**It is precisely during the earliest years before brain development is largely complete (before kindergarten), and particularly for those who come from disadvantaged backgrounds – the priority population for the EOEL Public Pre-K Program – that our children need the best teachers.** We do not want to promote inequity.

Unfortunately, we are grappling with a severely limited workforce of qualified early childhood educators (i.e., those with coursework and background in early childhood, and supported with ongoing professional development, who research shows are most effective). Even as the EOEL Public Pre-K Program stands now with just over 40 classrooms across the state, we have difficulty recruiting and turnover is high. This can be attributed in part to the fact that over half of the teachers in the EOEL Public Pre-K Program have not completed coursework in early childhood education, and to assumptions about pre-K teaching that are inconsistent with the knowledge and competencies required of teachers in settings for preschool-aged children.

Unqualified teachers don't have the requisite understanding to support preschoolers and families living in difficult circumstances. When vulnerable children encounter teachers who are unprepared to support their developmental needs, what may result are increased instances of stress-induced behavior problems, inappropriate referrals to special education, and suspensions or expulsions.

We greatly appreciate this vehicle to incentivize the development of a pool of highly qualified early childhood professionals for the state.

**H.B. No. 2094 offers the following benefits:**

- Would cover 100% of the tuition and fees for each individual.
- Targets individuals already working in the early care and education field in Hawaii, so they are more likely to stay with us.
- Would provide much-needed support for educators who are an undervalued and under-supported workforce, beyond the EOEL Public Prekindergarten Program.
- DHS is interested in utilizing the proposed program to see if there is greater utilization for recruitment and retention efforts of the early childhood workforce at DHS-licensed child

care centers and promoting quality care. (DHS currently has a scholarship program that provides reimbursement after the early childhood practitioner completes the early childhood/child development college coursework.)

- Could accept private dollars.
- Is based on the strong foundation laid by the stipend program administered by UH and funded through the federal Preschool Development Legacy Grant that ended in 2019.
- Includes resources for student support and counseling, proven necessary through UH Manoa College of Education's experience and which further supports the broader workforce.
- Is a result of discussions with stakeholders across Hawaii's early childhood field.
- Has the approval of our governing board, the Early Learning Board, which is composed of members across both the public and private sectors who have expertise and experience in various aspects of the early childhood field.

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

**To:** Rep. Justin H. Woodson, Chair  
Rep. Mark J. Hashem, Vice Chair  
Rep. Sean Quinlan, Vice Chair  
Members of the Committee On Lower, Higher Education

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

**Subject:** **Measure:** HB No. 2094, Relating To Early Childhood Educator Stipend Program  
**Hearing Date:** Tuesday, February 4, 2020  
**Time:** 2:30 P. M.  
**Location:** Conference Room 309

**Description:** Establishes the early childhood education scholarship program within the University of Hawaii to assist students with school tuition in return for a service commitment to teach in a preschool classroom of the executive office on early learning public prekindergarten program. Appropriates funds.

### **Early Learning Board Position: Support**

I am Robert G. Peters, Chair of the Early Learning Board (ELB). Thank you for this opportunity to offer comments on this bill on behalf of the Early Learning Board.

Through Act 202, Session Laws of Hawaii 2017, ELB transitioned from an advisory to a governing board for the Executive Office on Early Learning (EOEL) and is charged with formulating statewide policy relating to early learning. We are composed of members from across the early childhood field, in both the public and private sectors.

ELB's mission is to support children's academic and lifelong well-being by directing and supporting the EOEL for an effective, coordinated, high-quality early learning system from prenatal to kindergarten entry. We support efforts that promote the development of this system for our keiki and families.

The ELB has made workforce development one of its highest priorities to increase access to high-quality early learning. One of the most fundamental components of high-quality early learning is a qualified educator. The Institute of Medicine and National Resource Center for Health and Safety in Child Care and Early Education recognize that "(t)eachers with at least a bachelor's degree are more likely to aptly approach instruction – they are more sensitive, less punitive, and more engaged." This is key because "(t) here is general agreement among experts in the field of child development that the quality of classroom interactions between teacher and child contributes substantially to children's learning and development." (Bowman, Donovan, & Burns, 2001).

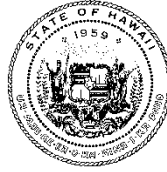
Unfortunately, we are grappling with a severely limited workforce of qualified early childhood educators (i.e., those with coursework and background in early childhood, and supported with

ongoing professional development). Even within the EOEL Public Pre-K Program, now with just over 40 classrooms across the state, recruitment and retention are genuine challenges. the Early Learning Board has already approved the advantages found in H.B. No 2094.

**The ELB respectfully requests your consideration of the following benefits of H.B. No. 2094:**

- Would cover 100% of the tuition and fees for each individual.
- Targets individuals already working in the early care and education field in Hawaii, so they are more likely to stay with us.
- Would provide much-needed support for educators who are an undervalued and under-supported workforce, beyond the EOEL Public Prekindergarten Program.
- DHS is interested in utilizing the proposed program to see if there is greater utilization for recruitment and retention efforts of the early childhood workforce at DHS-licensed child care centers and promoting quality care. (DHS currently has a scholarship program that provides reimbursement after the early childhood practitioner completes the early childhood/child development college coursework.)
- Could accept private dollars.
- Is based on the strong foundation laid by the stipend program administered by UH and funded through the federal Preschool Development Legacy Grant that ended in 2019.
- Includes resources for student support and counseling, proven necessary through UH Manoa College of Education's experience and which further supports the broader workforce.
- Is a result of discussions from stakeholders across Hawaii's early childhood field.
- Has the approval of the EOEL governing board, the Early Learning Board, which is composed of members across both the public and private sectors who have expertise and experience in various aspects of the early childhood field.

Thank you for the opportunity to testify on this bill and for considering H.B. No. 2094.



**STATE OF HAWAII**  
**HAWAII TEACHER STANDARDS BOARD**  
650 IWILEI ROAD, SUITE 201  
HONOLULU, HAWAII 96817

February 4, 2020

**TO THE HOUSE COMMITTEE ON LOWER & HIGHER EDUCATION**  
**TESTIMONY ON HOUSE BILL 2094, RELATING TO EARLY LEARNING**  
**SUBMITTED BY LYNN HAMMONDS FOR THE HAWAII TEACHER STANDARDS BOARD**

Chair Woodson, Vice Chair Hashem, and Members of the Senate Committee on Lower & Higher Education:

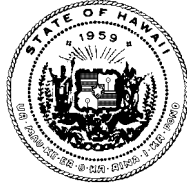
The Hawaii Teacher Standards Board (HTSB) supports HB 2094 to establish an early childhood educator stipend program to be administered by the Executive Office on Early Learning to address the shortage of qualified early childhood educators in Hawaii.

The HTSB believes this stipend will provide educational and other support resources for work with early learners and enhance the recruitment of existing and new early childhood educators to work in this most important field.

The HTSB thanks the House Committee on Lower & Higher Education for introducing and hearing this bill to support early learning, Hawaii keiki, families and teachers, and ultimately all residents of our state.

Thank you for the opportunity to testify.

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

February 2, 2020

TO: The Honorable Representative Justin H. Woodson, Chair  
House Committee on Lower & Higher Education

FROM: Pankaj Bhanot, Director

SUBJECT: **HB 2094 - RELATING TO EARLY LEARNING**

Hearing: February 4, 2020, 2:30 p.m.  
Conference Room 309, State Capitol

**DEPARTMENT'S POSITION:** The Department of Human Services (DHS) supports the intent of this bill to create the early childhood educator stipend program to support the early childhood workforce and provides comments. However, DHS respectfully requests that any appropriation not supplant budget priorities identified in the executive budget.

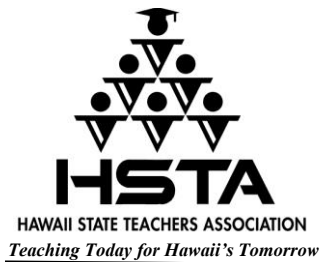
**PURPOSE:** This bill proposes to establish the Hawai'i early childhood educator stipend program to be administered by the Executive Office on Early Learning (EOEL) to address the shortage of qualified early childhood educators in Hawai'i and appropriates funds.

This bill's proposed stipend program would be available to the early childhood care and education workforce that includes those employed in the public prekindergarten programs, DHS licensed group child care centers (i.e. preschools and infant and toddler child care centers), including centers that teach solely in the Hawaiian language, and DHS registered family child care homes, as well as family child-interaction learning programs and home-based instruction programs designed to promote early learning. The proposed stipend program also has work requirements for the stipend recipient post-completion of the certificate, degree, or licensed program at a University of Hawai'i (UH) campus or in a UH program.

DHS also notes that the those working at community-based DHS licensed child care centers and registered family child care homes do not earn the same level of wages as those in the Department of Education and may often have difficulty paying for and completing post-secondary coursework and earning degrees without tuition assistance, such as tuition waivers, stipends, or scholarships. Therefore, this measure supports the broader early care and education workforce by providing increased access to continuing post-secondary education. For the State to achieve a high quality early child care and early childhood learning system, it must invest in developing all aspects of its early childhood workforce.

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





Corey Rosenlee  
President  
Osa Tui, Jr.  
Vice President  
Logan Okita  
Secretary-Treasurer  
Wilbert Holck  
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON  
LOWER & HIGHER EDUCATION

RE: HB 2094 – RELATING TO EARLY LEARNING

TUESDAY, FEBRUARY 4, 2020

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson and Committee members

The Hawaii State Teachers Association **supports HB 2094**, relating to early learning.

With the state's goal of expanding Early Childhood Education, including our public preschools, we will need more Early Childhood Education licensed teachers for this expansion, especially due to our current teacher shortage crisis. Students and teachers would benefit from the assistance that this bill would provide for them to pursue the path of becoming a fully licensed Early Childhood Education teachers. This bill would appropriate fund for stipends for students, or existing teachers, in other fields, to obtain the degree they need in Early Childhood Education. We also appreciate that in order to receive this tuition support, these individuals will need to agree to remain ECE teachers in our state in hard to fill areas for a certain amount of years after receiving their Early Childhood Education degree. We hope this assistance will also include and invite current Educational Assistants (EAs) already working at our public schools, including our public charter schools, in hard to fill areas, who are pursuing an education degree as well, and work at schools planning to expand public preschool on their campus. Thank you for consideration of our input.

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



## KAMEHAMEHA SCHOOLS®

House Committee on Lower & Higher Education

Time: 2:30 p.m.

Date: February 4, 2020

Where: Conference Room 309

### TESTIMONY

By Ka'ano'i Walk

Kamehameha Schools

#### RE: **HB 2094, Relating to Early Learning**

E ka Luna Ho'omalu Woodson, ka Hope Luna Ho'omalu Hashem, ka Hope Luna Ho'omalu Quinlan, a me nā Lālā o ke Kōmike Ho'ona'auao Ha'aha'a, Ki'eki'e, a me ke Kulanui o ka Hale o nā Lunamaka'āinana, aloha! My name is Ka'ano'i Walk, the Senior Policy Analyst for Kamehameha Schools.

As an educational institution, Kamehameha Schools recognizes and stands in support of the collaborative efforts for early childhood education that are being pushed forward by our Governor, Hawai'i's Senate President, the House Speaker and business leaders throughout Hawai'i. Strategies to recruit, retain and support our teachers are critical for creating the infrastructure necessary to build out public preschools for all keiki.

Kamehameha Schools is in **support** of HB 2094, which establishes an early childhood educator stipend program to be administered by the Executive Office on Early Learning to address the shortage of qualified early childhood educators in Hawai'i. This measure also appropriates funds.

With the growing gap in teacher shortages across our state, we commend the creativity and determination of the legislature in assisting to recruit and support the development of future educators in early childhood education. Over the past twenty years, preschool teachers have recorded the greatest decline in the field of early childhood care and education (Preschool Administrators, Preschool Teachers, Childcare Workers). According to a recent Bureau of Labor Statistics report, the number of preschool teachers tumbled from 66% in 1999 to 43% in 2018. This measure will provide early childhood educators, both current and aspiring, access to a certificate, degree, or license in early childhood education in either of Hawai'i's official language pathways and also ensure their services in direct early care and education delivery.

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! **Please advance this measure.**



## **HOUSE BILL 2094, RELATING TO EARLY LEARNING**

FEBRUARY 4, 2020 · HOUSE LOWER AND HIGHER  
EDUCATION COMMITTEE · CHAIR REP. JUSTIN H.  
WOODSON

**POSITION:** Support.

**RATIONALE:** The Democratic Party of Hawai'i Education Caucus supports HB 2094, relating to early learning, which establishes an early childhood educator stipend program to be administered by the Executive Office on Early Learning to address the shortage of qualified early childhood educators in Hawaii.

As noted by an MIT working group on the topic, investments in early childhood education pay dividends for the formal preparation of children as learners and future citizens, while also benefiting taxpayers and boosting economic vitality. Research on the benefits of quality pre-kindergarten programs indicates that for every dollar invested in such opportunities, society saves four to eight dollars on remedial classes, special education, welfare programs, and criminal justice costs. Roughly 85 percent of a child's brain develops from birth to age five, according to modern neuroscience, emphasizing the importance of providing a quality learning environment during these formative years. Preschool brings an approximately \$4.20 return on investment for every dollar spent on quality early childhood services, especially in terms of long-term life skills. At the national level, every dollar spent on early childhood education saves taxpayers up to \$13.00 in future costs, including lowered healthcare costs, reduced rates of educational remediation and

prison incarceration, and higher productivity. Access to quality pre-kindergarten programs not only helps working parents fulfill their child rearing responsibilities, but is essential for building a 21<sup>st</sup> century labor force.

Early childhood education is especially important for at-risk students. According to the High Scopes/Perry Preschool longitudinal study, at-risk children with access to quality early learning programs were 20 percent more likely to graduate from high school, 14 percent more likely to be employed, and 24 percent less likely to have been incarcerated by age 40 than peers without such access. It is imperative that we do all we can to ensure our children are “classroom ready,” meaning that they are prepared to receive basic instruction and effectively socialize with peers upon entering elementary school, placing both our keiki and their teachers on the path to success.

Currently, early childhood education programs operated by the Executive Office on Early Learning are experiencing a chronic teacher shortage, with a majority of EOEL’s classrooms lacking a teacher certified in early childhood education (private early learning programs are experiencing a similar shortage, it should be noted). We believe that this measure is a positive step forward in ensuring that our keiki are given quality instruction during the most formative years of their childhood development.

**HB-2094**

Submitted on: 2/1/2020 8:52:46 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

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

Comments:

I am an early childhood teacher educator and I strongly support HB2094 which establishes an early childhood educator stipend program to be administered by the Executive Office on Early Learning to address the shortage of qualified early childhood educators in Hawaii.

As the state is working to provide more access to early childhood care and education for children and families, I would like to take the time to highlight the importance of quality and this stipend would support the building of a highly qualified early childhood workforce.

Longitudinal analysis of children's performance indicated that the quality of early care and education experienced by children continued to affect their development into the elementary school years. Furthermore, children who are at risk of not doing well in school are affected more by the quality of their early care and education experiences than other children.

Research demonstrates that higher-qualified early childhood educators with specialized early childhood training create better learning environments for young children resulting in better child outcomes. Countless other studies support these findings and make it clear that working with young children is a profession that requires knowledge of the ways in which children grow and develop as well as the skills to interact effectively with children and parents

The state needs to first build workforce quality and capacity. However, the U.S. childcare workforce is one of the lowest paid workforce constituencies in the nation. Many childcare teachers are in fact dependent on government housing, medical, health, and food subsidies to survive. These stipends would enable Hawaii's early childhood educators to increase their level of education, leading to increased compensation and higher quality early childhood care and education for our keiki.

STATE OF HAWAII  
HOUSE OF REPRESENTATIVES  
THE THIRTIETH LEGISLATURE  
REGULAR SESSION OF 2020

COMMITTEE ON LOWER AND HIGHER EDUCATION

REP. JUSTIN H. WOODSON, Chair

Rep. Mark J. Hashem, Vice Chair

Rep. Sean Quinlan, Vice Chair

Charis-Ann Sole  
[Charis.sole@gmail.com](mailto:Charis.sole@gmail.com)

Sunday, February 2, 2020

**Testimony in SUPPORT of HB 2094**

Aloha. My name is Charis-Ann Sole, I am a current graduate student in a Master's program at University of Hawaii at Manoa in Early Childhood Education (ECE). I have worked in the ECE field in various positions and capacities for a little over a decade. I am providing my personal testimony in **support of HB 2094**.

“Transforming the Workforce” (2015), is a pivotal report which “explores the science of child development and its implications for professionals who work with young children” (Katz & Loewenberg, 2019, p. 5).

Transforming the Workforce (2015), Recommendation 2 states that comprehensive pathways should be developed and implemented at the individual, institutional, and policy levels for transitioning a workforce in the ECE setting to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children birth through age 8 (p. 6-8).

HB 2094 recognizes this need for a more highly educated ECE workforce and seeks to financially support that workforce in achieving higher educational goals whether in a certificate, degree, or a licensure program. HB 2094 will help support the ECE workforce in the State of Hawaii to be able to move closer to achieving Recommendation 2 in the Transforming the Workforce document.

The document “Putting Degrees Within Reach: Strategies for Financing Early Educator Degrees” (2019) from the New America Foundation offers other things to consider when thinking about scholarship programs, such as:

1. Assistance to early educators earning college degrees **must occur simultaneously with a push for better compensation** for the ECE workforce and
2. **Scholarship programs should provide more than tuition support.** The cost of books, fees, transportation, and childcare for parents can prevent higher education from being financially feasible for early educators.

But, one thing at a time.

It is no secret that the workers in the ECE field are paid notoriously low wages, even for highly educated, talented, and motivated people. Educational barriers, including expenses can be formidable. My own story echoes the need for financial support. I would not have been able to further my studies or enroll in UHM's Master's program without the stipend program funded through the federal preschool development grant (USPDG) that ended in 2019, upon which this bill is similarly structured. My ability to pursue an education in the ECE field is solely due to the monies I received in order to fund my education; through the USPDG and some scholarship awards. They have allowed me to be able to continue my schooling without taking on more debt, which I am thankful for.

My story is not an isolated one. Many people cannot afford to work in the ECE field without taking on second and third jobs. I am one of them. Furthering educational endeavors are often seen as out-of-reach. This bill will relieve some of the financial burden associated with pursuing an education in the early education field.

Due to this, I stand in **support of** and I strongly urge the committee to **pass HB 2094**.

Mahalo a nui loa,

Charis-Ann Sole

#### References:

Katz, A. & Loewenberg, A. (2019). Putting degrees within reach: Strategies for financing early educator degrees. Washington, DC: New America. Retrieved from [newamerica.org/education-policy/reports/putting-degrees-within-reach/](https://newamerica.org/education-policy/reports/putting-degrees-within-reach/)

National Research Council. (2015). Transforming the workforce for children birth through age 8: A unifying foundation. Washington, DC: The National Academies Press. DOI: <https://doi.org/10.17226/19401>.



**HB-2094**

Submitted on: 2/1/2020 5:22:11 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

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

Comments:

Being a mom of three children who attended preschool, an early childhood educator, a recipient of a tuition stipend, and a student still pursuing ECE education, I support HB2094. It is every child's right to be able to attend a quality preschool, and there are still many young children who do not. Just as important is the lack of qualified preschool teachers available to teach in preschools. Because tuition is expensive, stipends are important for many seeking the qualification needed to be a great educator. We all now know the importance of brain development from birth to age 5, without qualified teachers and programs, many young children will never meet their developmental potential. HB2094 will be a way for early childhood educators to gain the knowledge necessary to help our keiki. Please consider passing HB2094.

**HB-2094**

Submitted on: 2/2/2020 9:41:25 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

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

Comments:

As a student of the early childhood education field, I find the passing of this bill to be immensely important, not only for myself, but for the young children that will be directly affected by having well educated teachers in their lives.

It is a known fact that preschool teachers receive low pay for all the work they do in the classroom with the children under their care. The long hours that they put in and the out-of-pocket expenses they're willing to pay in order to get the supplies they need for their classroom has driven so many of my former classmates from this field.

For them to pay their way through school, while also taking care of their families is difficult, no matter how much they love working with children.

I firmly believe that should early education students be given this sort of support through a tuition stipend, the effect on the field would undoubtedly positive. Students would be given the opportunity to become quality early childhood educators, and then in turn, the young children they work with would be able to receive quality education and care.

**HB-2094**

Submitted on: 2/2/2020 10:52:45 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

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

Comments:

I write in support of this package of new actions related to the education of keiki in Hawaii. Right now, 64% of keiki under the age of 6 have working families and need access to early care and education programs. These programs help support the growth and development of young keiki and prepare them to enter kindergarten.

Given the critical need to expand access to quality early care and education programs, we must expand the number of qualified providers. The stipend program helps support individuals seeking to become quality early care and education providers by aiding in the often high cost of university tuition.

Thank you for your time and consideration on these measures.

Erica Yamauchi

President, Board of Directors, Hawaii Children's Action Network

**HB-2094**

Submitted on: 2/3/2020 4:06:49 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Jennifer Azuma Chrupalyk	Individual	Support	No

Comments:

**HB-2094**

Submitted on: 2/3/2020 9:23:16 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

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

Comments:

Aloha Honorable Committee Members,

My name is Patricia Kanoë Nacua Kanaka'ole and I am a past recipient of the U.S. Preschool Development Grant in 2018. This grant was used towards my course work the Kahuawaiola Indigenous Teacher Education program from which I graduated in the Spring of 2019. Financial support for individuals seeking to further our education and attain licensure, Masters Degrees and Doctorate Degrees are difficult to find as most awards focus on undergraduate studies. However, to truly initiate systemic change, practitioners must pursue graduate degrees and use our academic research to contribute to a brighter future for all of Hawai'i's keiki. Please lend your support to making this dream a reality. Mahalo.

Sincerely,

P. Kanoë Nacua Kanak'ole

Early Childhood Educator

**HB-2094**

Submitted on: 2/3/2020 10:23:27 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

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

Comments:

I support bill HB2094. The state needs to provide more financial opportunities for our teachers. Many teachers are not able to get degrees because the cost of living in Hawaii is too high. Many teachers cannot afford to attend college or universities.

**Frank O. Hay**  
[kokee@okauai.com](mailto:kokee@okauai.com)

Committee on Lower and Higher Education  
House of Representatives  
Hawaii State Capitol  
415 S. Beretania Street  
Honolulu, Oahu, Hawaii

Re: TESTIMONY IN STRONG SUPPORT OF HB2094, RELATING TO EARLY LEARNING  
Before the Committee on Tuesday, February 4, 2020 at 2.30 pm in Conference Room 309

I am a resident of Kauai, and a proud graduate of the University of Hawaii. Over almost sixty years as a resident of the islands, I have seen how the success of many students depends in large part on education in early childhood. I am eternally grateful to my parents for affording me the opportunity of starting my education in those early years.

I strongly support HB 2094, and believe that anything we as taxpayers can do to address the shortage of qualified early childhood educators is well worth while, and will bear fruit many times over as our children mature into responsible and caring citizens of our island state.

Me ke aloha,

A handwritten signature in black ink that reads "Hay". The signature is written in a cursive style with a long, sweeping tail on the letter 'y'.

Cc: 3877

**268 Hua Place, Wailua Mauka  
Kapaa, Kauai, Hawaii 96746-9608  
cell 1.808.635.3226**

**HB-2094**

Submitted on: 2/3/2020 11:17:21 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Anna Puaoi Nip	Individual	Support	No

Comments:

To whom it may concern,

I am currently in the process of getting my Degree in ECED. I believe that this program for education of pre school aged children is indeed important to set children up for success in the classroom and in the community when they get older. We as ECED educators can benefit from this bill, by helping us to learn more to assist the future generations to make a better place for them.



**TESTIMONY BEFORE THE HOUSE LOWER & HIGHER EDUCATION  
COMMITTEE**

PERSON TESTIFYING: Robyn S. B. Chun  
DATE: Tuesday, February 4, 2020  
TIME: 2:30 PM  
LOCATION: State Capitol Conference Room 309

**LATE**

TITLE OF BILL: HB 2094 RELATING TO EARLY LEARNING

Honorable Chair, Woodson; Vice Chairs, Hashem and Quinlan; and Committee Members, DeCoite, Johanson, Kobayashi, Morikawa, Ohno, Tamas, Tokioka and Okimoto,

**I strongly support HB 2094**, which proposes an early childhood education tuition stipend program for early childhood educators to be administered by the Executive Office of Early Learning.

This is such an exciting time in our state's history with unprecedented interest on the part of lawmakers, business leaders and philanthropy in funding early learning in our state. Previous legislation created and clarified the vital importance of the Executive Office of Early Learning, a home within government to spearhead early learning system building efforts across the various agencies and stakeholders in early learning programs for children Pre-Birth through age 5 and their families.

**HB2094 is a positive step that builds upon national and local research on preparing the workforce.**

The **HB 2094** is critical to address the urgent need for a workforce with the knowledge and competencies consistent with the research on the need for a well-prepared workforce to expand Hawai'i's programs for young children and their families. Along with facilities, one of the biggest barriers to expanding and sustaining new programs is growing a knowledgeable and skilled workforce.

There is broad consensus that early childhood education is a specialized field of education which requires "educators who are prepared to create engaging, inclusive, and developmentally grounded learning environments and who can effectively reach and teach diverse learners" (Gardner, Melnick, Meloy & Barajas, p. 1). Nationwide, minimum standards to ensure quality in state PreK classrooms require teachers to possess a baccalaureate level degree with specialized coursework in early childhood education/child and family studies and assistant teachers or aides, the support position in these classrooms, to complete entry level preparation consistent with an industry recognized certificate (National Institute of Early Education Research, 2018).

At the same time, early childhood programs have historically been chronically underfunded and there is acknowledgement that the current system, which depends heavily on burdening families with the full cost of programs, leads to inconsistent quality and stability. This

leaves young children in their care vulnerable. The Institutes of Medicine and National Research Council (2018, 2019) warn that failure to support early educators with the education they need and seek hurts society by perpetuating systems where “adults who are underinformed, underprepared, or subject to chronic stress themselves may contribute to children’s experiences of adversity and stress and undermine their development and learning.” There is urgent need to develop an infrastructure prior to expanding as we are already stretched in trying to support existing commitments. Currently, less than 50% of the personnel in our state funded PreK have the specialized coursework in the field recommended by the IOM/NRC. The issue extends to the industry as a whole, where nearly 46% of practitioners in the private sector and Head Starts are on some form of public assistance and wages of practitioners are among the lowest in all occupations (Whitebook, McLean & Austin, 2016).

In their work building early learning systems, the most effective states invest in their developing an infrastructure to build a workforce. They recognize this is essential to effectively expanding their early learning systems, whether they are building public funded PreK or more programs that serve the needs of diverse families and communities during the period from pregnancy through the first five years of a child’s life (National Academies of Sciences, 2019). States recognize that a majority of the people attracted to this occupation and currently in the workforce are women, mostly mothers from diverse ethnic groups, working long hours in some of the lowest paying jobs. Many are on some form of government aid (Executive Office of Early Learning, 2019; TEACH, 2010). At the same time, a large number of the people who find their way into the work through their children desire to pursue higher education, increase their earnings, and sustain a career in the field.

While sustaining an early childhood workforce is an issue that requires a much more concerted effort and needs to address compensation disparities, **tuition support for college students is a very important first step** most states have already pursued.

**HB2094** is structured to reflect lessons learned from a workforce development tuition stipend program that builds upon the success of an 18 month, \$289,000 tuition stipend pilot program funded by the US Preschool Development Grant between 2018 and 2019. The federally funded pilot was the first coordinated, systemic effort to invest public funds in early childhood workforce development. The program;

- Provided 87 partial stipends statewide to 11% of the working students in the UH system ECE preparation program. 78% of the student residing on neighbor islands or in rural communities where the need is greatest.
- Funded preparation of students pursuing degrees along the full-continuum of positions, from entry level, to lead teacher, to instructional leaders.
- Included specialized advising and wrap around supports necessary to recruitment, retention and persistence (90% course completion rate).
- Gathered evaluation data to assess the impact of the program.

Federal funding increasingly requires that states show evidence of movement towards comprehensive, integrated early learning systems consistent with the recommendations of the Institute of Medicine/National Research Council (2015) report, *Transforming the Workforce for Children Birth Through Age 8*.

For these reasons, I strongly **SUPPORT HB2094**.

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



Hawaii  
**Children's Action Network Speaks!**  
Building a unified voice for Hawaii's children

*Hawai'i Children's Action Network Speaks! is a nonpartisan 501c4 nonprofit committed to advocating for children and their families. Our core issues are safety, health, and education.*

To: Representative Woodson, Chair  
Representative Hashem, Vice Chair  
Representative Quinlan, Vice Chair  
House Committee on Lower & Higher Education

**LATE**

Re: HB2094- Relating to early learning  
Hawai'i State Capitol, Room 309  
2:30PM, 2/4/2020

Chair Woodson, Vice Chair Hashem, Vice Chair Quinlan, and committee members,

**On behalf of Hawaii Children's Action Network Speaks!, we are writing to support in support HB 2094-relating to early learning.**

A program, like the one proposed in HB 2094, is needed because the cost of the degree is far greater than the income the teacher would make. According to Center for the Study of Child Care Employment, a preschool teacher's median wage was \$17.94/hour. That is also the identified lowest wage a single person could make to meet their basic needs, as identified by Department of Business, Economic Development and Tourism's Self-Sufficiency Standard: Estimates for Hawaii 2018<sup>1</sup>. That is not enough to encourage people to pursue careers in early education and it will not encourage the needed growth of the profession. HB 2094 is a good enticement to bring people into early education.

**For these reasons, HCAN Speaks! respectfully requests the Committee to support this measure.**

Thank you,

Kathleen Algire  
Director, Public Policy and Research

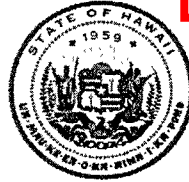
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<sup>1</sup> [http://files.hawaii.gov/dbedt/economic/reports/self-sufficiency/self-sufficiency\\_2018.pdf](http://files.hawaii.gov/dbedt/economic/reports/self-sufficiency/self-sufficiency_2018.pdf)

**LATE**

**LATE**

DAVID Y. IGE  
GOVERNOR



JOHN S.S. KIM  
CHAIRPERSON

STATE OF HAWAII  
**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
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FOR: HB 2094 Relating to Early Childhood Educator Stipend Program  
DATE: February 4, 2020  
TIME: 2:30 P.M.  
COMMITTEE: Committee on Lower and Higher Education  
ROOM: Conference Room 309  
FROM: Sione Thompson, Executive Director  
State Public Charter School Commission

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Chair Woodson, Vice Chair Hashem, Vice Chair Quinlan, and members of the Committee:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony providing **SUPPORT of HB 2094** which establishes the early childhood educator stipend program to teachers and EAs that would help to offset the costs of textbooks, travel, child care, access to broadband, and other expenses associated with enrolling in higher education classes.

In 2017, the Commission submitted a proposal to the U.S. DOE to supplement the Preschool Development Grant. Part of the supplemental proposal was to address the workforce issues as high quality pre-K programs were being implemented. In 2018, the Commission was fortunate to be awarded \$1,325,218 which was more than \$50,218 above the requested amount.

To foster the development of a strong statewide early childhood educator communities of practice, since 2018, the Commission partnered with the University of Hawai‘i and Chaminade University of Honolulu. This partnership was developed to provide teachers and educational assistants (EAs) currently in the workforce – in public and private settings – with access to free college-level coursework in early childhood education. A key strategy to further advance high-quality preschool practices includes building comprehensive, foundational knowledge for EAs, who comprise 50% of the adult to student ratio in our early education classrooms.

In this one-year pilot project, 174 early learning educators were served as over \$25,000 was provided in training stipends for the successful completion of early childhood education coursework and/or the success attainment of training certification.

The Commission believes that this is a step to recognize the importance of and Hawaii's commitment to the development of strong statewide early childhood educator workforce.

Thank you for the opportunity to provide this testimony.