



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

January 30, 2019

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

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

**SUBJECT:** **Measure:** H.B. No. 248 – Relating to Early Learning  
**Hearing Date:** January 31, 2019  
**Time:** 2:15 p.m.  
**Location:** Room 309

**Bill Description:** Appropriates funds to support the Executive Office on Early Learning Public Prekindergarten Program by appropriating funds to the Executive Office on Early Learning for additional personnel costs.

**EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Support with amendments**

Good afternoon. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL is in strong support of House Bill 248, with requested amendments.

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

We appreciate this vehicle for our budget requests this fiscal biennium. We reiterate the need for two positions – an Institutional Analyst and Office Assistant – to support the current capacity of the EOEL Public Prekindergarten Program. To clarify, EOEL's educational specialist has taken on many these responsibilities and the overwhelming demands of the current workload are detracting from the critical need to fully focus on the position's primary responsibility – to provide the direct support the schools need to successfully implement the EOEL Public Prekindergarten Program.

Following is a breakdown of the figures associated the two positions in the bill as written:

- \$46,616 for fiscal year 2019-2020 and \$93,231 for fiscal year 2020-2021 for one full-time equivalent (1.0 FTE) institutional analyst I position;
- \$16,332 for fiscal year 2019-2020 and \$32,664 for fiscal year 2020-2021 for one full-time equivalent (1.0 FTE) office assistant position; and

- \$5,854 in turnover savings for fiscal year 2019-2020 and \$11,708 for fiscal year 2020-2021 (subtract from the above).

**We also request that operating costs associated with these two positions be included in the bill**, as follows:

- \$8,200 for fiscal year 2019-2020 for computer equipment;
- \$3,028 for fiscal year 2019-2020 and \$528 for fiscal year 2020-2021 for phones and phone lines; and
- \$8,000 for fiscal year 2019-2020 for furniture.

To address the need to increase access to prekindergarten for our keiki, the 2014 Legislature allocated funds to EOEL to implement a high-quality prekindergarten program starting with 20 classrooms in the 2014-2015 school year. In 2017, EOEL requested funds for 10 additional classrooms and received funding for five classrooms. As a result, the Executive Office on Early Learning Public Prekindergarten Program can serve up to 520 four-year-old children in Hawaii; EOEL recognizes that other providers, including federal Head Start and community-based providers, also play a critical role in increasing access for our children. As we have shared with many of you, EOEL has plans to expand the Program to ensure high-quality prekindergarten for our keiki as it continues to work intently with its partners to develop the very limited pool of qualified early childhood educators needed to teach in new classrooms. In fall 2018, the Hawaii Department of Education (DOE) identified 22 public schools at which classrooms are available for prekindergarten. EOEL has invited DOE to be a part of the process this year to review applications from schools that wish to participate in the EOEL Public Prekindergarten Program. For the past few years, EOEL has used the following criteria to prioritize school applicants, should the Legislature appropriate funding:

1. **Community need.** The percentage of the population of school/community that meets the priority categories identified in statute – targeting those who can benefit the most from early learning opportunities – is considered. In addition to the following underserved and at-risk populations, EOEL must prioritize families with incomes at or below 300% of the federal poverty guidelines for Hawaii:
  - a. Special education;
  - b. English language learners;
  - c. Foster children; and
  - d. Homeless.
2. **Community need.** Existing programs on the school campus and in the surrounding area, as well as the community's need for additional seats, is considered. (An existing program may have already developed good relationships with families, the community, and school, and should not be replaced by a new pre-K classroom.)
  - a. Schools are required to include this information on applications. EOEL also looks into information on EOEL's end (including community data, the results of the 2017 Early Learning Needs Assessment, and location of federal Head Start and charter school pre-K classrooms).
3. **Availability of space.** The school has a classroom and identified outdoor play space that addresses (or which may reasonably be retrofitted to address) the health and safety requirements of a program for 4-year-old children (based on Hawaii Department of Human Services administrative rules).
  - a. We recognize the high costs of facilities, and are trying to be fiscally responsible. Since the start of our program 4 years ago, we have not had to request any CIP funds.

4. **Principal interest.** The principal is committed to implementing a high-quality early learning program through active participation in professional development sessions with school teams and professional learning communities, with the end goal of having a high-quality early learning program in which there is continuity and alignment between and across programs and grade levels to ensure positive outcomes are sustained. The principal, as the school's leader and who supports and evaluates his/her pre-K teachers, is key to implementation of a successful pre-K program.
  - a. As other states across the nation are building up their public pre-K programs, they too are finding that their principals need ongoing support and training.

Therefore, EOEL is requesting funds to open 22 classrooms in the 2020-2021 school year, including funding for new schools to participate in the required Early Learning Induction Program and for individual coaching and mentoring for staff prior to the opening of classrooms, as well as ongoing professional development through the Early Learning Academy and continued coaching and mentoring. Principals and teachers that are already participating in the EOEL Public Prekindergarten Program have expressed the need and desire to develop their knowledge and understanding of early childhood practices before opening classrooms, and ongoing support to deepen that knowledge and understanding to help ensure a prekindergarten program makes a difference for keiki – what has been expressed as a great need across the nation.

**We respectfully request that \$830,535 for fiscal year 2019-2020 and \$2,025,620 for fiscal year 2020-2021 be included in the bill for additional operational costs to expand the Executive Office on Early Learning Public Prekindergarten Program by 22 additional classrooms.** Following is a breakdown:

- \$264,535 for fiscal year 2019-2020 for the Early Learning Induction Program;
- \$123,051 for fiscal year 2020-2021 for the Early Learning Academy;
- \$566,000 for fiscal year 2019-2020 and \$203,634 for fiscal year 2020-2021 for classroom furniture, supplies, and administrative costs;
- \$1,201,684 for fiscal year 2020-2021 for 22 full-time equivalent (22.0 FTE) preschool teacher positions;
- \$639,980 for fiscal year 2020-2021 for 22 full-time equivalent (22.0 FTE) educational assistant III positions; and
- \$142,729 in turnover savings for fiscal year 2020-2021 (subtract from the above).

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

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

**HB-248**

Submitted on: 1/30/2019 11:55:53 AM

Testimony for LHE on 1/31/2019 2:15:00 PM

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

Comments:

**LATE**

**HB-248**

Submitted on: 1/30/2019 2:17:29 PM

Testimony for LHE on 1/31/2019 2:15:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Steven Sullivan	Individual	Oppose	No

Comments:

**LATE**

**To:** Representative Justin H. Woodson, Chair  
Representative Mark I. Hashem, Vice Chair  
Representative Amy A. Perruso, Vice Chair  
Members of the House Committee on Lower and Higher Education

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

**Subject:** **Measure:** HB 248 -- Relating to Early Learning  
**Hearing Date:** Jan. 31, 2019  
**Time:** 2:00 pm  
**Location:** Room 309

**Description:** Appropriates funds to support the Executive Office of Early Learning Public Prekindergarten Program by appropriate funds to the Executive Office on Early Learning for additional personnel costs.

**Early Learning Board Position:** Support with Comments

I am Robert G. Peters, Chair of the Early Learning Board (ELB). Thank you for this opportunity to testify in support HB 248 and offer comments about the bill.

The ELB urges the Committee to support appropriations for additional personnel---an institutional analyst and an office assistant--- to facilitate the work of the EOEL educational specialist allowing her to focus on her primary charge: providing direct support to schools seeking to implement a quality EOEL public prekindergarten program. Work demands have grown so that currently the specialist has assumed the responsibilities of these two positions, taking away focus from the specialist's primary responsibility. Supporting these positions and the attendant expenses for computer equipment, software and furniture will allow the specialist to meet the demands of an expanding public prekindergarten program.

Following is a breakdown of the figures associated with the two positions in the bill as written:

- \$46,616 for fiscal year 2019-2020 and \$93,231 for fiscal year 2020-2021 for one full-time equivalent (1.0 FTE) institutional analyst I position;
- \$16,332 for fiscal year 2019-2020 and \$32,664 for fiscal year 2020-2021 for one full-time equivalent (1.0 FTE) office assistant position; and
- \$5,854 in turnover savings for fiscal year 2019-2020 and \$11,708 for fiscal year 2020-2021 (subtract from the above).

The ELB respectfully requests support for the EOEL's additional request that operating costs associated with these two positions be included in the bill, as follows:

- \$8,200 for fiscal year 2019-2020 for computer equipment;
- \$3,028 for fiscal year 2019-2020 and \$528 for fiscal year 2020-2021 for phones and phone lines; and

- \$8,000 for fiscal year 2019-2020 for furniture.

The ELB also supports the EOEL's request (identified below) for funds to be included in the bill to open 22 classrooms in the 2020-2021 school year, including funding for new schools to participate in the required Early Learning Induction Program and for individual coaching and mentoring for staff prior to the opening of classrooms, as well as ongoing professional development through the Early Learning Academy and continued coaching and mentoring. Principals and teachers that are already participating in the EOEL Public Prekindergarten Program have expressed the need and desire to develop their knowledge and understanding of early childhood practices before opening classrooms, and ongoing support to deepen that knowledge and understanding to help ensure a prekindergarten program makes a difference for keiki – what has been expressed as a great need across the nation.

**We respectfully request that \$830,535 for fiscal year 2019-2020 and \$2,025,620 for fiscal year 2020-2021 be included in the bill for additional operational costs to expand the Executive Office on Early Learning Public Prekindergarten Program by 22 additional classrooms.** Following is a breakdown:

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- \$639,980 for fiscal year 2020-2021 for 22 full-time equivalent (22.0 FTE) educational assistant III positions; and
- \$142,729 in turnover savings for fiscal year 2020-2021 (subtract from the above).

The additional classrooms in DOE facilities selected to open prekindergarten programs will help to expand access to quality early learning as we build toward inclusion of all 4 year olds in early learning settings.

The ELB urges the Committee to move this bill forward with the recommended amendments.

Thank you for your consideration.

**LATE**

**HB-248**

Submitted on: 1/30/2019 7:49:03 PM

Testimony for LHE on 1/31/2019 2:15:00 PM

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

Comments:





EXECUTIVE CHAMBERS  
HONOLULU

# Late Testimony

DAVID Y. IGE  
GOVERNOR

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

Before the  
**House Committee on Lower & Higher Education**  
January 31, 2019  
2:15 p.m., Conference Room 309

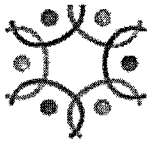
In consideration of  
**House Bill No. 248**  
**RELATING TO EARLY LEARNING**

Chair Woodson, Vice Chair Hashem, Vice Chair Perruso and committee members:

Thank you for the opportunity to provide comments in Strong Support for **House Bill 248** which appropriates funds to the Executive Office of Early Learning for additional personnel costs.

The Executive Office on Early Learning (EOEL) is responsible for developing the State's early childhood system. EOEL has recently released the Early Childhood State Plan that sets the foundation for a statewide early childhood system including children's overall health and well-being, safety, family partnerships, early care and learning. The funds requested in this bill will help enhance EOEL's operational capabilities to implement this plan. Therefore, the Administration respectfully requests the committee's support of this bill.

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



January 30, 2019

## Late Testimony

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

From: Deborah Zysman Executive Director  
Hawaii Children's Action Network

Re: **H.B. 248– Relating to Early Learning**  
**Capitol, Room 309, January 31, 2:15 PM**

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**On behalf of Hawaii Children's Action Network (HCAN), I am writing in SUPPORT of H.B. 248, which would appropriate funds to the Executive Office of Early Learning Prekindergarten Program by appropriating funds to the Executive Office of Early Learning for additional personnel costs.**

The EOEL's mission is to develop and administer a high-quality early learning system for Hawaii's children from birth to kindergarten. In order for this department to function in a productive way and continue the important work of making sure our children are ready to enter school and learn, the adding of additional staff is essential.

**For these reasons, HCAN asks that you pass H.B. 248.**

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