



EXECUTIVE CHAMBERS
HONOLULU

DAVID Y. IGE
GOVERNOR

Testimony of David Y. Ige
Governor, State of Hawai'i

Before the
Senate Committee on Education
March 11, 2020
2:45 p.m., Conference Room 229

In consideration of
House Bill No. 2543 HD1
RELATING TO ACCESS TO LEARNING

Chair Kidani, Vice Chair Kim, and committee members:

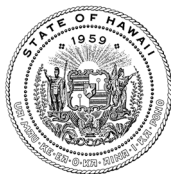
Thank you for the opportunity to provide my strong support for **House Bill 2543 HD1**. Today, half of our toddlers, about 20,000 statewide, have no access to childcare or preschool programs. By the end of this decade, we want to eliminate that gap, whether it's through our pre-K classrooms, private preschools, or the proposed Learning to Grow centers. By the end of this decade, we want every three- and four-year-old in Hawai'i to have the opportunity to attend a childcare or preschool program in a way that is affordable and convenient for families.

As you are keenly aware, early childhood education is essential in the development of our youth and providing a proper transition to kindergarten and a foundation for lifelong learning. Early childhood development is critical not only for individual success but our overall community. By expanding these programs, our goal is to provide families with the opportunity to access affordable care and learning for all children by 2030. Education is the foundation of our economy and our quality of life. Everything, including our future, begins with how well we educate our children.

My administration is dedicated to working with the legislature to expand pre-K programs across the State. Because this is so important, I support the establishment of the Early Learning Coordinator to be positioned in the Office of the Governor. This person will be charged with ensuring that access is expanded not only for public schools, but also for private entities and Hawaiian language immersion programs, expanding facilities at our state libraries and coordinating programs between the Departments of Education and Human Service.

I appreciate your commitment to support our keiki.

DAVID Y. IGE
GOVERNOR



CRAIG K. HIRAI
DIRECTOR

ROBERT YU
DEPUTY DIRECTOR

EMPLOYEES' RETIREMENT SYSTEM
HAWAII EMPLOYER-UNION HEALTH BENEFITS TRUST FUND
OFFICE OF THE PUBLIC DEFENDER

STATE OF HAWAII
DEPARTMENT OF BUDGET AND FINANCE
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ADMINISTRATIVE AND RESEARCH OFFICE
BUDGET, PROGRAM PLANNING AND
MANAGEMENT DIVISION
FINANCIAL ADMINISTRATION DIVISION
OFFICE OF FEDERAL AWARDS MANAGEMENT (OFAM)

WRITTEN ONLY
TESTIMONY BY CRAIG K. HIRAI
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE
TO THE SENATE COMMITTEE ON EDUCATION
ON
HOUSE BILL NO. 2543, H.D. 1

March 11, 2020
2:45 p.m.
Room 229

RELATING TO ACCESS TO LEARNING

The Department of Budget and Finance (B&F) offers comments on House Bill (H.B.) No. 2543, H.D. 1.

H.B. No. 2543, H.D. 1: 1) requires parents or guardians of public school and charter school kindergarten students to disclose information on the child's prior child care program or prekindergarten attendance, if any, for the purpose of determining areas with the highest need for prekindergarten and child care programs; 2) requires the Department of Education (DOE) and the State Public Charter School Commission (SPCSC) to assess their respective kindergarten students within 30 days of the start of the school year; 3) establishes the Preschool Open Doors Special Fund, exempts the fund's expenditures from appropriation and allotment, and sets annual reporting requirements for the fund; 4) expands Preschool Open Doors (POD) program eligibility from four-year-old children to all children three to four years old, or children who will not be at least five years old on or before July 31 of the current school year; 5) changes the Early Learning Trust Fund to the Early Learning Special Fund and adds an annual

reporting requirement regarding the fund's revenues and expenditures; 6) appropriates an unspecified amount of general funds for FY 21 to support early learning programs in the Executive Office of Early Learning (EOEL); 7) appropriates an unspecified amount of general funds for FY 21 and authorizes an unspecified amount of positions for DOE to modify and expand its information technology system for the purpose of managing the information collected pursuant to H.B. No. 2543, H.D. 1; 8) appropriates an unspecified amount of general funds for FY 21 for the SPCSC to remove the Public Charter School Prekindergarten Program from the administrative authority of the EOEL; 9) establishes a program for the Department of Human Services (DHS) to award grants for preschools; 10) establishes the Preschool Grant Program Special Fund, exempts the fund's expenditures from appropriation and allotment, and sets annual reporting requirements for the fund; 11) requires all existing POD service providers to be accredited by an approved national early learning organization by July 1, 2023, and for any new provider to be accredited within three years of receiving POD funds; 12) exempts DHS expenditures to implement, operate, or expand POD from Chapters 103D and 103F, HRS; 13) appropriates an unspecified amount of general funds for FY 21 and authorizes an unspecified amount of positions for DHS' POD program; 14) appropriates an unspecified amount of general funds for FY 21 for DHS to expand its information technology system for the purpose of managing information on prekindergarten attendance and child care needs and to contract for and operate preschool and child care programs; 15) establishes the Early Learning Coordinator (ELC) position within the Office of the Governor and appropriates an unspecified amount of general funds for FY 21 for the ELC position and officers and employees of the ELC; 16) establishes the goal of providing all children who are three to four years

old, or will not be at least five years old on or before July 31 of the current school year, with enrollment in a preschool program by the year 2030 and assigns that duty to the ELC; 17) establishes the Access to Learning Special Fund to be used by the ELC to fulfill the position's duties, exempts the fund's expenditures from appropriation and allotment, and sets annual reporting requirements for the fund; 18) appropriates an unspecified amount of general funds for FY 21 for the purpose of assisting the Imiloa Astronomy Center to build two or more classrooms for Hawaiian language immersion prekindergarten programs; 19) authorizes the Public Library System (PLS) to establish early learning classrooms and exempts the development of the classrooms and the procurement of services necessary for the classrooms' operations from Chapters 103D and 103F, HRS; and 20) appropriates an unspecified amount of general funds to the Department of Accounting and General Services for FY 21 to build two or more early learning services classrooms on property under the jurisdiction of PLS.

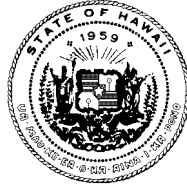
As a matter of general policy, B&F does not support the creation of any special fund which does not meet the requirements of Section 37-52.3, HRS. Special funds should: 1) serve a need as demonstrated by the purpose, scope of work and an explanation why the program cannot be implemented successfully under the general fund appropriation process; 2) reflect a clear nexus between the benefits sought and charges made upon the users or beneficiaries or a clear link between the program and the sources of revenue; 3) provide an appropriate means of financing for the program or activity; and 4) demonstrate the capacity to be financially self-sustaining. In regard to H.B. No. 2543, H.D. 1, it is difficult to determine whether the proposed special funds would be self-sustaining.

In addition, B&F has concerns with the ambiguity of one source of funding for the special funds being revenues “regardless of their source.” Potentially, this reference could mean all revenues that currently go into the general fund.

We defer to DHS and DOE on the operational and cost impacts of implementing this measure.

Thank you for your consideration of our comments.

DAVID Y. IGE
GOVERNOR



PANKAJ BHANOT
DIRECTOR

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STATE OF HAWAII
DEPARTMENT OF HUMAN SERVICES
P. O. Box 339
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March 10, 2020

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

FROM: Pankaj Bhanot, Director

SUBJECT: **HB 2543 HD1 - RELATING TO ACCESS TO LEARNING**

Hearing: March 11, 2020, 2:45 p.m.
Conference Room 229, State Capitol

DEPARTMENT'S POSITION: The Department of Human Services (DHS) supports this bill, requests amendments, and provides comments. DHS appreciates the amendments of the House Committees on Lower and Higher Education and Finance as described in Standing Committee Report No. 961. DHS defers to the Department of Education as to Parts II and IV, the Executive Office on Early Learning (EOEL) as to Parts II and IV, the Hawaii State Public Library System (HSPLS) as to part VI regarding implementation of this bill.

PURPOSE: This bill requires parents or guardians of public school and charter school kindergarten students to disclose information on the student's prior child care program or prekindergarten attendance, if any, for the purpose of determining areas having the highest need for prekindergarten and child care programs. Requires assessment of public school and charter school kindergarten students. Removes public charter school prekindergarten programs from the administrative authority of the Executive Office on Early Learning. Establishes the preschool open doors special fund. Expands Preschool Open Doors Program eligibility from 4-year-old children to all children who are 3- to 4-years old who are in the 2 years prior to kindergarten entry. Requires annual reporting regarding the revenues

and expenditures of the early learning special fund. Establishes a program for the Department of Human Services to award grants for preschools. Appropriates funds and authorizes positions for the Preschool Open Doors (POD) Program. Appropriates funds for the Department of Human Services to expand its information technology system for the purpose of managing information on prekindergarten attendance and child care need and to contract for and operate preschool and child care programs. Establishes the Early Learning Coordinator position within the Office of the Governor. Establishes the goal of providing all children who are 3 to 4 years old who are in the 2 years prior to kindergarten entry with enrollment in a preschool program by the year 2030 and assigns that responsibility to the Early Learning Coordinator. Appropriates funds to the University of Hawaii for building classrooms for Hawaiian language immersion pre-kindergarten programs. Appropriates funds for building early learning services classrooms on public library property. Appropriates funds. (HB2543 HD1)

DHS supports the need to increase the affordability, availability, and capacity of child care facilities for Hawai'i's families and children. Amongst other things, this proposed bill expands the eligibility of the State's POD program to serve 3-year-olds in addition to 4-year-olds, provides additional funding to DHS through the establishment of the preschool open doors special fund.

DHS requests the following **amendments**: 1) regarding Part III, Section 10, at page 15, starting at line 17, **Preschool oden doors program, provider accreditation**, while DHS supports a long term goal towards accreditation given there is consistent funding to support and maintain accreditation, DHS has significant concerns whether it would be feasible that all licensed group child care centers and group child care homes (i.e. preschools) that provide care for children who participate in the POD program would be able to obtain accreditation through the National Association for the Education of Young Children (NAEYC), National Early Childhood Program Accreditation (NECPA), the National Association for Family Child Care, or an accrediting organization approved by DHS within 3 years, by July 1, 2023.

In general, national accreditation is voluntary, expensive, and time-intensive to which smaller group child care centers and group homes may not be able to pursue accreditation without significant resources and administrative capacity. Resources and

administrative capacity are also required to maintain accreditation over time through the renewal process.

DHS currently supports family choice by offering higher child care subsidy payment rates to families that choose preschools that are accredited by NAEYC or NECPA for both the POD program and the department's other child care subsidy program, Child Care Connection Hawai'i. Requiring all preschools providing care for POD children to become nationally accredited within such a short timeframe may significantly restrict or reduce access for children and families participating in the POD program and have other unintended consequences.

DHS requests the mandate be deleted; DHS would prefer that additional resources be provided to support providers who would like to move forward on a voluntary basis with accreditation or who need supports to maintain accreditation.

2) DHS requests that Part III, Section 10, at page 16, lines 11-14, **Preschool open doors; procurement exemption** section be effective July 1, 2020. DHS will need to immediately begin work to amend the 103F contract for the administration of the POD program so that the contract is executed before the POD year 2021-2022. It is likely the contractor will need to hire additional staff and complete training on the new POD requirements so that applications for the POD year 2021-2022 are available in the Spring of 2021. In the current draft, Section 25 provides for the Act's effective dates; we ask that the **Preschool open doors; procurement exemption** section become effective on July 1, 2020.

DHS requests **clarifications**:

- A. **Preschool Open Doors special fund**, Section 10, at pages 13-14, DHS requests clarification if all funds for the POD program will be deposited into this new special fund and will not be separated into the general appropriations and state fiscal year spending restrictions;
- B. **Preschool Grant Program special fund**, Section 10, at pages 14-15, per SCR No. 961, the Committees on Lower and Higher Education and Finance did not intend to transfer responsibility for capital improvement projects to DHS. Therefore, DHS requests further clarification whether these grant expenditures "for the establishment of new preschools or expansion of existing preschools" should or

should not be used for contracted services for operators of child care facilities to maintain a child care facility at a site selected by DHS or to reserve slots for eligible children. If used for contracted services, these contracted services would not be grant expenditures, and instead they would be contracted health and human services;

- C. Section 12, section 346-181(c), at page 19, line 4: "**Enrollment in the program shall be voluntary.** A parent or guardian of a child enrolled in the program [~~shall~~] may share in the costs of the program through a copayment according to a sliding fee scale that is based on need pursuant to rules adopted by the department." DHS requests clarification if the Legislature has any specific income levels where families would share in costs for preschool for the POD program. Currently, the POD program requires co-payments for families that are above 100% of the federal poverty level (FPL). If co-payments become voluntary above 100% (FPL), this may create waiting lists for available funds and unfortunately the targeted at underserved or at risk- population may not benefit from the program's expansion.
- D. Part V, at pages 27-28, DHS clarifies that group child care centers operated at University of Hawaii campuses are child care facilities that are licensed by DHS; and
- E. Part VI, at pages 28-29, DHS clarifies that the HSPLS would be responsible to operate and administer the operation of the early learning classroom if the HSPLS chose to partner with DHS. DHS does not operate any child care facilities directly and regulates the child care facility for compliance with the DHS licensing requirements as established under the DHS administrative rules for such child care facilities. Please see the requested amendment to Part VI under #12 below.

DHS also suggests **technical amendments** to clarify or correct the language:

1. Page 1, line 5: ... department of human ~~resources~~ services to ...
2. Page 1, line 10: ... ~~state financed preschool~~ public pre-kindergarten programs;
3. Page 3, line 12: ~~and~~ address of and length of time attending the early learning program...
4. Page 4, line 21: state public charter school commission shall ~~assess~~ ensure that all charter...;

5. Page 5, line 1: school kindergarten students are assessed by public charter schools with the student assessment model;
6. Page 5, line 5: the information gathered from public charter schools pursuant to this section ...
7. Page 5, lines 11-12: entering kindergarten shall disclose to the ~~state public charter school commission~~ public charter school at which enrolling the child ...
8. Page 5, lines 14-15: ... year. Public charter schools shall provide the information to the state public charter school commission. The public charter school commission may also require the disclosure ...
9. Page 6, line 9: kindergarten enrollment form or any other appropriate form used at all public charter schools.
10. Page 17, line 17: along with any other information the department of education and the public charter school commission may collect on ...
11. Page 28, lines 2-6: partners as ~~appropriation~~ appropriate or required by law, to build two or more classrooms for Hawaiian language medium ~~education~~ pre-kindergarten programs that shall be used to establish a pathway for the development of other Hawaiian language medium ~~education~~ pre-kindergarten and Hawaiian language immersion classes.
12. Page 29, lines 1-2: shall be the same entity responsible for the ~~administration and operation~~ oversight of that early learning classroom pursuant to that same entity's established administrative rules.

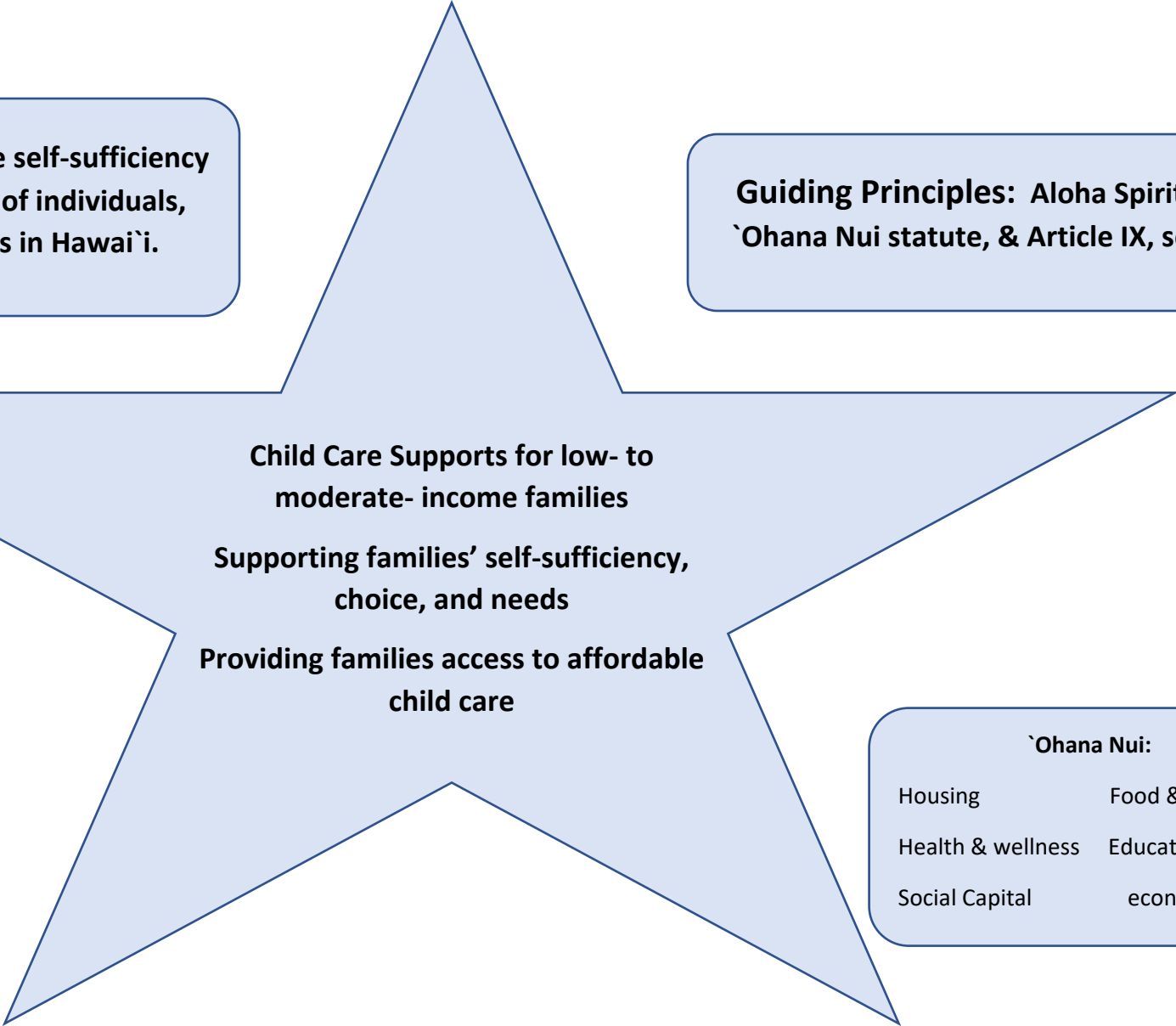
The Committee may refer to the attached exhibit for an overview of the changes to the POD program and expansion of child care capacity from the DHS perspective.

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

DHS Vision: The people of Hawai`i are thriving.

DHS Mission: To encourage self-sufficiency and support the well-being of individuals, families, and communities in Hawai`i.

Guiding Principles: Aloha Spirit statute, `Ohana Nui statute, & Article IX, section III.



Core Values:
T eam oriented
H uman-centered
R espectful
I ntentional
V isionary
E vidence-based

`Ohana Nui:
Housing Food & nutrition
Health & wellness Education &
Social Capital economic stability

Preschool Open Doors:
Statewide School Readiness program
State funded

Child Care Connection Hawai'i:
Supportive service program for parents who are employed, in education, or job training
Federally funded

Statutory changes
Rule changes
System changes
Contract changes
Staffing

3 year olds

4 year olds

Licensed group center or group home (i.e. preschool)
Background checks with and licensed by DHS

Birth – 12 years old

Exempt provider (friend, family, or neighbor) in child's home or provider's home;
Registered family home
Licensed infant and toddler center
Licensed group center or group home (i.e. preschool) – includes Head Start, faith-based, community-based private providers
School age care (licensed or exempt)
All providers complete background checks with DHS

Income eligibility limits by family size
Up to 250% FPG (2012)
3 tier sliding fee scale

Income eligibility limits by family size
Up to 85% State Median Income (~231% FPG) (2019)
10 tier sliding fee scale

Rule changes
System changes
Contract changes

Up to 300% FPG (2019)



DHS health & safety licensing requirements:

Background checks:

federal and state fingerprint checks,
state name-based check,
state and federal sex offender registry checks, state
child abuse/neglect registry check,
state adult abuse/neglect registry check

Building, fire, sanitation inspections

Staffing requirements education & experience for:

Directors, Teachers, Assistant Teachers, Lead
Caregivers, Caregivers, Aides

Food service must meet the USDA Child and Adult Care
Food Program requirements

Safe sleep requirements

Initial training and on-going training requirements

Promoting children's well-being and social, emotional,
physical, and cognitive development

Health requirements for children and staff

Physical and environmental requirements and inspections

Enforcement for non-compliance with requirements

DHS quality child care initiatives:

DHS Early Childhood Registry – verifying educational
and experience requirements for staff working at
preschools and infant/toddler child care centers

Training for child care providers, including training for
infant and toddler ages, and also recruitment and
retention supports for family child care providers

Scholarships for ECE/CD coursework (early childhood
education or child development)

Statewide child care resource and referral services
and consumer education

Accreditation and facilitation for family child care
providers

Nutrition consultation, training, and menu reviews for
child care centers

Higher subsidy payment rates for nationally
accredited centers (NAEYC, NECPA) and homes
(NAFCC)

Private investment & funding – Expansion of seats through:

Resources for expansion of capacity – capital for renovations or construction;

Reasonable/low cost leases for facilities;

Business supports – business cooperative services, mentorship, business training

Workforce and PD supports – endowment for public and private higher education:

- Loan forgiveness, tuition stipends, service commitment in a birth – 5 year old child care or early education settings.

Changes needed for expansion of Preschool Open Doors (POD) and expansion of seats:

Statutory changes:

ages and priority of children served by POD

exemption from procurement for existing POD contract and existing IT system contract

Administrative Rule changes:

Ages and priority of children served by POD

Income eligibility limits and co-pay range up to 300% FPG

Reapplication process for 3 year olds to continue for another year

IT data system changes and funding needs:

Ages and priority of children served by POD

Income eligibility limits and co-pay range up to 300% FPG

Reapplication process for 3 year olds to continue for another year

Contract changes and funding needs:

Expansion of the contract scope and budget for the # of applications and # children to be served by POD

New contract or expansion of existing contract for more intensive recruitment efforts and intensive technical assistance to centers and homes in the process to become licensed or registered with DHS.

Staffing for DHS and funding needs:

2 staff within CWS agency to complete child abuse checks for child care staffing, caregivers, and household members

4 staff (2 each) for program office for administration of POD for child care licensing and child care services

6 staff for child care licensing offices statewide (1 per office) to support expedited expansion of child care capacity (new and existing child care facilities)

PROPOSED POD Monthly Gross Income Limits (2020)

Family Size	Monthly Income Eligibility Limit	0-100% FPL	100%-150% FPL	150%-175% FPL	175%-300% FPL	Equivalent Annual Gross Income
		0% co-pay	10% co-pay	20% co-pay	30% co-pay	
1	3,594	1,198	1,797	2,096	3,594	43,128
2	4,863	1,621	2,431	2,836	4,863	58,356
3	6,135	2,045	3,067	3,578	6,135	73,620
4	7,404	2,468	3,702	4,319	7,404	88,848
5	8,673	2,891	4,336	5,059	8,673	104,076
6	9,945	3,315	4,972	5,801	9,945	119,340
7	11,214	3,738	5,607	6,541	11,214	134,568
8	12,483	4,161	6,241	7,281	12,483	149,796
For each additional, add	1,269	423	634	740	1,269	

CURRENT POD Monthly Gross Income Limits (2013)

Family Size	Monthly Income Eligibility Limit	0-100% FPL	100%-150% FPL	150%-175% FPL	175%-250% FPL	Equivalent Annual Gross Income
		0% co-pay	10% co-pay	20% co-pay	30% co-pay	
1	2,755	1,102	1,653	1,928	2,755	33,060
2	3,718	1,487	2,230	2,602	3,718	44,616
3	4,680	1,872	2,808	3,276	4,680	56,160
4	5,643	2,257	3,385	3,949	5,643	67,716
5	6,605	2,642	3,963	4,623	6,605	79,260
6	7,568	3,027	4,540	5,297	7,568	90,816
7	8,530	3,412	5,118	5,971	8,530	102,360
8	9,493	3,797	5,695	6,644	9,493	113,916
For each additional, add	963	385	577	673	963	

Date: 03/11/2020

Time: 02:45 PM

Location: 229

Committee: Senate Education

Department: Education

Title of Bill HB 2543, HD1 RELATING TO ACCESS TO LEARNING.

Purpose of Bill Requires parents or guardians of public school and charter school kindergarten students to disclose information on the student's prior child care program or prekindergarten attendance, if any, for the purpose of determining areas having the highest need for prekindergarten and child care programs. Requires assessment of public school and charter school kindergarten students. Removes public charter school prekindergarten programs from the administrative authority of the Executive Office on Early Learning. Establishes the preschool open doors special fund. Expands Preschool Open Doors Program eligibility from 4-year-old children to all children who are 3- to 4-years old who are in the 2 years prior to kindergarten entry. Requires annual reporting regarding the revenues and expenditures of the early learning special fund. Establishes a program for the Department of Human Services to award grants for preschools. Appropriates funds and authorizes positions for the Preschool Open Doors Program. Appropriates funds for the Department of Human Services to expand its information technology system for the purpose of managing information on prekindergarten attendance and child care need and to contract for and operate preschool and child care programs. Establishes the Early Learning Coordinator position within the Office of the Governor. Establishes the goal of providing all children who are 3 to 4 years old who are in the 2 years prior to kindergarten entry with enrollment in a preschool program by the year 2030 and assigns that responsibility to the Early Learning Coordinator. Appropriates funds to the University of Hawaii for building classrooms for Hawaiian language immersion pre-kindergarten programs. Appropriates funds for building early learning services classrooms on public library property. Appropriates funds. (HB2543 HD1)

Department's Position:

The Department of Education (Department) supports HB 2543, HD1 with comments. This measure aligns to the Department's mission to provide all of Hawaii's children with a quality public education that equips them to achieve success in their chosen educational journey. The Department appreciates the legislature's efforts to provide all of Hawaii's children who are three to four years of age with access to early learning by 2030 and supports its work to aggressively advance this objective to at least 50% of otherwise unserved children by 2025.

Article X of Hawaii's Constitution provides for "the establishment, support and control of a statewide system of public schools... and such other educational institutions as may be deemed

desirable, including physical facilities[.]” As the largest provider of public education in the state, the Department’s dedicated teachers, administrators, and state employees commit themselves daily to fulfilling this Constitutional mandate to provide this critical educational foundation for Hawaii’s keiki.

Hawaii Revised Statutes (HRS) §302A-1128 currently places some responsibility for pre-Kindergarten education (pre-K) with the Department. The Department continues to provide Title I and special education components of pre-K education and remains committed to the expansion of pre-K throughout the state. The Department stands ready to collaborate with EOEL to design integrated preschool curriculum and classrooms to educate the whole child.

In light of our ongoing partnership with EOEL and private entities like Kamehameha Schools to provide for statewide pre-K classrooms, the Department looks forward to employing its resources and expertise to effectively integrate pre-K components into our curriculum. Additionally, a critical component of ensuring the success of establishing pre-K programs is to provide the requisite facilities that house EOEL administrative offices and educational classrooms throughout the state, an obligation the Department is currently fulfilling.

The Department further acknowledges the unique diversity of our students and realizes that a one-size-fits-all approach to pre-K education will not meet the needs of all our students. To address this diversity of needs, the Department continues to capitalize and leverage the abundance of expertise through its personnel and partnerships to deliver a range of program options for all of our students. The importance of maintaining the highest levels of professionalism and competence amongst pre-K faculty and staff to ensure the delivery of excellent instruction and advancement towards achieving the benchmarks proposed in the measure cannot be overemphasized. It is imperative to maintain high standards and expectations of those entrusted with our students’ futures at the inception of their educational journey.

The development of a student assessment model proposed in the measure is an apt first step in gauging a student’s readiness upon entering kindergarten. Formulating an effective assessment tool will require reliance on the Department’s capable faculty and staff at every stage of our tri-level structure - state, complex area, and school. The Department’s proficiency in educational assessments will facilitate the adoption of a tool that will ensure the best possible footing for students entering kindergarten and increase the likelihood of attaining a successful educational experience. We also ask the committee to be mindful of the fact that the procurement of an effective assessment tool, competent data collection, and training for personnel administering this assessment and conducting this specific data collection will require additional financial resources to the Department.

This measure also includes reporting requirements between the Department and the Department of Human Services and proposed Early Learning Coordinator. Ensuring the maintenance of privacy of our students as required by Family Educational Rights and Privacy Act (FERPA) is a priority for the Department. The Department will employ its current policies, procedures, and standards as it relates to transmission of electronic data sets. These requirements will help us maintain the necessary safeguards to protect our students private information.

The Department appreciates the legislature’s efforts to identify and prioritize regions where the need for pre-K programs and child care are most needed. Requiring the disclosure of the “name and address of the preschool or child care program that the child attended during the

previous academic year” in Part II, Section 2, can potentially provide the requisite information and identify the regions with the highest needs. We would again ask the committee’s consideration of the Department’s need to maintain confidentiality of this type of student information, especially as it relates to the proposed transmission and sharing of data between various departments and agencies.

In further addressing the measure’s data-sharing provisions, the Department would like to call attention to our need to modify existing forms and databases to meet these new requirements. This will include a combination of turning on out-of-the-box functionality, modifying current functionality, and developing customized new functionality. Currently, the Department has two information systems that we are working to consolidate, which has been a multi-year, multi-phase effort. Collaborating with the Department of Human Services and the proposed Early Learning Coordinator will be essential to determine the logistics of transmitting the requisite data. The Department would like to thank the Legislature for providing funding and positions to carry out the needed modification and expansion of the database infrastructure. Additionally, the Department predicts collecting data would require a combination of paper forms as well as digital forms to ensure equitable access for all and as such the Department would request a position and funding to help with the collection and input of said data. The Department would also like clarification of the timeline for data transmittal to the Department of Human Services and the proposed Early Learning Coordinator as we are again expecting a multi-phase effort needed in order to implement an effective data-sharing system.

Furthermore, when discussing data collection, the Department would like clarification on its responsibilities in regards to charter schools. We respectfully request that we be responsible for providing data for Department public schools and would defer to the Hawaii State Public Charter School Commission in regards to data from public charter schools.

The Department is committed to providing the delivery of a quality public education from pre-K through high school for all of Hawaii’s children. We are also focused on ensuring equitable access for our vulnerable and underserved students. This measure is an important step in establishing the vital foundation that is necessary for a whole child approach to education.

Thank you for the opportunity to testify on HB 2543, HD1.

The Hawai’i State Department of Education is committed to delivering on our promises to students, providing an equitable, excellent, and innovative learning environment in every school to engage and elevate our communities. 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.

3/10/20 KK; 03/10/2020 -- routing to OSIP AS

Status: [Approved](#) 03/10/2020

3/10/2020-EN



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To: COMMITTEE ON EDUCATION
Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice Chair

From: Mari Uehara, M.D.
Developmental-behavioral pediatrics
Clinical assistant professor, Department of Pediatrics, JABSOM

Subject measure: H.B. No. 2543 H.D. 1 – RELATING TO ACCESS TO
LEARNING

Hearing date: Wednesday, March 11, 2020

Time: 2:45p.m.

Place: Conference Room 229, State Capitol, 415 South Beretania Street

Position: sharing comments and concerns

Thank you for this opportunity to offer testimony as a developmental-behavioral pediatrician. I'm sharing comments and concerns in H.B. No. 2543, H.D. 1. I understand the purpose and intent of the bill.

I am a pediatrician by discipline who is specialized in children's development and learning. I work with children who have developmental disabilities such as autism spectrum disorder, intellectual disabilities, and learning disabilities, as well as with their families.

Before this hearing, I attended meetings to discuss this bill to provide input and obtain clarifications and understanding of this bill's intent and purpose. During the meeting I repeatedly heard from the presenter(s) that quality is secondary and not be discussed further. This has been a big concern for me as a pediatrician.

Some children are referred to me because they were expelled from preschools. They do not necessarily have any disabilities. These are 3-4 years olds already labeled as "problems." Expulsion is the most severe consequence which completely takes away their opportunity to learn. These incidents occur without support and plans for the families for transitioning to a new school/setting. Children are saying to me that they came to the clinic because they are bad. Children are likely expelled from preschools due to "adults' reasons" rather than children's behaviors themselves. "Quality" really matters.

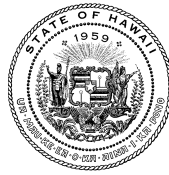
Also a concern is the notion of offering simply childcare “seats” to working families. Preschools should be able to provide educational opportunities for children and their families to help them get ready for kindergarten, so children have a better chance to be successful in schools and further in their lives.

Parents are very picky when it comes to preschools. I also encourage parents to be picky to make sure their children are safe and they are learning. Children are placed in preschools by themselves without their parents. As you would all agree, children are the most precious things anyone can have in their lives. They deserve to have quality early learning experiences. It is reported that a low-quality preschool is worse for child development than no preschool at all.

I as a pediatrician, I appreciate the goal to address the challenges families have and to address the needs of children, without having to make a choice between work and good learning experiences for their children.

Thank you for this opportunity to share my concerns.

Mari Uehara, M.D.
Developmental-behavioral pediatrics



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

Senate Committee on Education

Wednesday, March 11, 2020
2:45 p.m.
Hawaii State Capitol, Room 229

House Bill 2543, House Draft 1, Relating to Access to Learning

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

The Board of Education ("Board") appreciates the intent of HB 2543 HD1, which would, among other things, establish the Early Learning Coordinator position in the Office of the Governor with the goal of providing all children who are three to four years old with enrollment in a preschool program by the year 2030 and appropriate funds for various activities related to the expansion of prekindergarten, child care, and other early learning programs, including funds for building early learning services classrooms on public library property.

One of the Board's strategic priorities for the 2019-2020 school year relates to equity and access. The Board supports measures that provide more resources and appropriate support structures that allow all students to engage in learning.

While the Board does not have a position on the details of this bill, the Board generally supports increasing access to early education for more children.

The Board's position on this measure is only in regards to the general public policy matter of expanding access to early education, and the Board defers to the Department of Education, the Hawaii State Public Library System, and the other appropriate agencies on operational and implementation matters that this measure might affect.

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

A handwritten signature in black ink that reads "Catherine Payne".

Very truly yours,

Catherine Payne
Chairperson, Board of Education
Chairperson, 2020 Legislative Ad Hoc Committee

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

FROM: Robert G. Peters, Chair
Early Learning Board

SUBJECT: **Measure:** HB No. 2543, H.D. 1 – RELATING TO ACCESS TO LEARNING
Hearing Date: March 11, 2020
Time: 2:45 p.m.
Location: Conference Room 229

Description: Requires parents or guardians of public school and charter school kindergarten students to disclose information on the student's prior child care program or prekindergarten attendance, if any, for the purpose of determining areas having the highest need for prekindergarten and child care programs. Requires assessment of public school and charter school kindergarten students. Removes public charter school prekindergarten programs from the administrative authority of the Executive Office on Early Learning. Establishes the preschool open doors special fund. Expands Preschool Open Doors Program eligibility from 4-year-old children to all children who are 3- to 4-years old who are in the 2 years prior to kindergarten entry. Requires annual reporting regarding the revenues and expenditures of the early learning special fund. Establishes a program for the Department of Human Services to award grants for preschools. Appropriates funds and authorizes positions for the Preschool Open Doors Program. Appropriates funds for the Department of Human Services to expand its information technology system for the purpose of managing information on prekindergarten attendance and child care need and to contract for and operate preschool and child care programs. Establishes the Early Learning Coordinator position within the Office of the Governor. Establishes the goal of providing all children who are 3 to 4 years old who are in the 2 years prior to kindergarten entry with enrollment in a preschool program by the year 2030 and assigns that responsibility to the Early Learning Coordinator. Appropriates funds to the University of Hawaii for building classrooms for Hawaiian language immersion pre-kindergarten programs. Appropriates funds for building early learning services classrooms on public library property. Appropriates funds

EARLY LEARNING BOARD'S POSITION: Support the Intent and Comments

Thank you for this opportunity to offer testimony on behalf of the Early Learning Board (ELB) in support of the purpose and intent of H.B. No. 2543, H.D. 1, with comments. I am Robert G. Peters, Chair of the ELB.

The ELB is the governing board for the Executive Office on Early Learning (EOEL) and policy-making entity for the State early learning system. The Board appreciates the support given by the Legislature in the past 5 years to expand public pre-K and develop the EOEL infrastructure as it works to develop a State Early Learning System. The ELB anticipates working with the Legislature to expand access to, and affordability of safe, healthy early learning environments that maximize quality early learning experiences as part of this effort.

The ELB's specific statutory responsibilities include directing the office (EOEL) on how best to meet the developmental and educational needs of children from prenatal care to entry into kindergarten along with providing recommendations to the office on improving the quality, availability, and coordination of early learning programs. The EOEL was charged with developing a statewide early learning system, which includes expansion of access to quality pre-K opportunities and the ELB seeks to facilitate fulfilling that charge through the efforts of its 17 public and private representatives across all early learning sectors.

The ELB recognizes the urgency of achieving the 10-year goal of this legislation if we are to create equitable access to quality early learning experiences for our keiki and realize the benefits attributed to early learning as a pathway to school and life success. We wish to optimize the chances of successfully achieving that goal and, at the same time, to do so in the most efficient fashion building upon what already exists while addressing the infrastructure and resource needs to provide access to underserved members of our communities. At the same time, the ELB appreciates the impact of the cost of childcare for families and the need to provide supports to offset those costs for our struggling families.

Two particular areas needing careful attention are related to the capacity to deliver quality learning opportunities for our children. One relates to facilities designed to meet early learning standards. The Early Learning Board would urge careful consideration of filling current openings across the State prior to building facilities and ensuring that sites chosen align with the geographical areas of greatest need for underserved communities. Secondly, we need to be circumspect as we build out potential public spaces, not doing so because they exist but in response to the demand to meet underserved needs in identified locations and knowing that we have sufficient, qualified providers who can deliver early learning programs in those settings.

At our recent Board meeting, ELB members raised workforce capacity issues as a challenge needing to be addressed if plans for expansion are to prove successful. Two factors clearly influenced members: the current difficulty finding qualified early learning providers, before even considering expansion; and, retention of qualified providers---as well as attraction of candidates---who, when confronted with our State's cost of living, are inclined to leave a profession they love. Increasing support for the preparation pipeline, which would include providing resources and identifying varied pathways to fill needed provider slots, would be a high priority for successful expansion. EOEL has engaged in discussions with legislators and is working with higher education and other stakeholders statewide seeking to identify creative ways to increase the early learning workforce, which would be necessary to achieve this Legislative vision and is part of the Hawaii Early Childhood State Plan.

The ELB also raised questions about the need to establish another entity to coordinate the expansion plans. The Board's recommendation would be to incorporate a coordinator position within the current EOEL structure to facilitate and monitor the expansion, utilizing the data collected and supporting both DHS and EOEL in expansion efforts while seeking to create public/private partnerships designed to support the overall goals. The EOEL is the natural agency to be charged with the implementation of this expansion given its statutory responsibilities.

While the Board has not yet had the opportunity to discuss the specifics of this current iteration of HB No. 2543, H.D. 1, it will do so at its March 12, 2020, meeting. A key element of that discussion will undoubtedly be the removal of the public charter school prekindergarten program from the administrative authority of the EOEL. The Board has been working with the Office to develop a non-siloed, coordinated early learning system which this change seems to undercut. Additionally, the Board will be seeking to understand the rationale and value resulting from this change, which expands the number of individual entities to be incorporated rather than consolidating them into a system as outlined in the State Plan.

With regard to the particulars of the bill, the following are items for consideration:

- The term "standardized assessment" would benefit from clarification by adding that the model selected will reflect developmental appropriateness and incorporate the HELDS Standards;
- The BOE is charged with identifying a student assessment model for charter school students entering kindergarten; a question arises about why the Charter School Commission is not the adopter;

- POD funding will be contingent upon provider accreditation within 3 years of receipt of funding to ensure quality and three national organizations---NAEYC, NECPA and NAFC--- are specified as qualifying accrediting agencies. It is anticipated that provisions will need to be considered to offer some preschools both technical and financial support to seek/achieve accreditation.
- The data collection/analysis in the bill is critical to determine needs to move forward as is the requirement for data sharing;
- The effective date of the act, July 1, 2022, is important to allow time to collect data and begin planning for expansion.

The ELB appreciates and supports the goal of the Legislature and the Governor, along with community leaders, to address the challenges facing families struggling to address the needs of children. It wishes to support the goal that families should not have to make a choice between work and quality learning experiences for their *keiki*. It also recognizes that this dilemma faces many who work as early learning professionals and are currently serving our young children. Our goal would be to address the problematic parts of this bill, to build upon the successes and organization currently functioning and work together to expand opportunities to benefit our children and their families.

Finally, the ELB respectfully requests your consideration of additional funding for EDN700, EOEL's program ID, as contained in the supplemental budget request approved by the board; the additional funding will help to support the expansion goals being sought.

Thank you for this opportunity.



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

March 10, 2020

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

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: Measure: H.B. No. 2543, H.D. 1 – RELATING TO ACCESS TO LEARNING
Hearing Date: March 11, 2020
Time: 2:45 p.m.
Location: Room 229

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Comments

Good afternoon. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL).

We greatly appreciate the Legislature's strong support of early learning in Hawaii.

EOEL appreciates the intent of the bill to expand access to early learning for our keiki. **We want to help the Legislature realize its vision to improve our state's future. EOEL remains committed to increasing access while building the infrastructure needed to make sure the State's investment reaps the intended returns – what the Legislature created us to do.**

The early learning community has been working to increase access for decades, but has not had the resources needed to achieve this goal. The Legislature's focus on early learning makes these efforts ripe for action.

EOEL has developed a 10-year roadmap to increase access – details are attached.

As we look to the current Legislature's vision, we draw on the strategic and state plans and expansion concepts we have developed in collaboration with the early childhood community statewide, to drive EOEL's roadmap and recommendations. We continue to have discussions with our partners.

We believe the Legislature's goal – our goal – is achievable through this plan if there are funding and resources to support as well as sustain it. It is our hope that this can guide where the state invests its monies in the next three years to set us on a track to achieve the 10-year goal to expand access to early learning statewide.

Following are objectives our plan aims to achieve.

WORKFORCE

In our work over the years to achieve the very goal of expanding access, we realized the gravity of the need to address the severely limited workforce of qualified early childhood educators.

One of the things we've learned from our Program as well as our collaborative work across private and public partners in the field is that most if not all of us cannot find enough qualified staff to expand quickly. From the start, the EOEL Public Pre-K Program has consistently received a high score in the National Institute for Early Education Research's annual report card on the nation's public pre-k programs. The only benchmarks our Program has not met are related to the workforce.

This is why we've prioritized working with higher education and other stakeholders statewide to find creative ways to increase our early learning workforce. Our plan has an underlying workforce component.

We respectfully request that the Legislature consider mechanisms for workforce development as key to achieving the Legislature's goal of increasing access to early learning.

MIXED-DELIVERY SYSTEM

A mixed-delivery system of public and private providers is key to expanding access. **Families have varying needs and situations – if we are to benefit all, we need to make different types of programs and settings available to them, including center-based programs, family child care programs, family-child interaction learning programs (it is very important to help our families to support the development of their children), and home visiting programs.**

EQUITY

The Legislature's goal to increase access is an opportunity for the state to improve equity for our children.

During the early childhood years, the most critical stage of human development, children need providers who understand how to support their developing minds. **Our underserved and at-risk children, including those from ALICE families, especially need providers who have the special skills to take care of those do not come from ideal backgrounds, and who may have had adverse childhood experiences.** However, this bill does not address the critical shortage of qualified early care and education providers in Hawaii.

Under the auspices of child care, providers can only be held to health and safety standards, and not standards related to outcomes, such as the positive outcomes associated with high-quality early learning.

Also, our lower-income families may be able to access child care with this bill, but they still won't be able to afford the kind of care that higher-income families can.

Specific to the EOEL Public Prekindergarten Program – since the Program started in 2014, more than 9 out of 10 children who participated have met and/or exceeded expectations in all areas of development and learning by the end of every school year – demonstrating readiness for kindergarten despite the significant percentage of underserved or at-risk children in the Program. We attribute these good outcomes to the infrastructure we have been able to build since the Program’s inception – we are working every day to strengthen that infrastructure to make sure the positive outcomes we have seen thus far will continue for generations as the Program expands. We strive to build upon this work to expand the mixed-delivery system needed to increase access for all our children.

We hope the Legislature considers this to be an opportunity to improve equity for our children. We also hope that this bill does not further fragment the early childhood system of early care and education that many have been working to bring together.

RETURN ON INVESTMENT

An early learning program that is not high-quality is linked to inappropriate referrals to special education, which will result in increased costs to the State – opposite of what high-quality early learning programs are intended to do.

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.) Additionally, when a child is suspended and/or expelled, it impacts their family’s ability to work as parents and caregivers must scramble to find alternative child care options.

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).

Whether or not access is expanded in the name of “child care” or “education,” the Legislature’s vision presents an opportunity to invest in something that will reap many returns. **If we want to help our lower-income and working families and prepare our children for kindergarten and to be successful in life, we must focus on more than access – we must improve the quality of their care and education experiences.**

In regards to the Early Learning Coordinator position:

To reach the Legislature’s goal in the most efficient and effective way, we believe it is important to support the existing structures that have already been created to build a comprehensive and sustainable early childhood system for the state, especially to help our children who are most in need. The Early Learning Board is our governing board that was created by the Legislature in 2017 to serve as the policymaking body for early learning in the

State and is comprised of members across both the public and private sectors who have expertise and experience in various aspects of the early childhood field.

The Coordinator position seems unnecessary given the governance structure already in place, and respectfully suggest that funding go toward efforts that more directly improve access to high-quality early learning for our children.

We are open to working with the Legislature to clarify governance.

Finally, EOEL respectfully requests your consideration of additional funding for EDN700, EOEL's program ID, as contained in the supplemental budget request approved by our governing board. This will help to support the expansion goals being sought.

We look forward to continuing to work with the Legislature to expand access to high-quality early learning programs and services in the state and make its vision a reality. Thank you for the opportunity to testify on this bill.

EOEL Expansion Roadmap

EOEL – established by Act 178, Session Laws of Hawai'i 2012 – was built on a promise to transform the landscape of the early childhood system. Focus on this system was based in a belief that the earliest years of children's lives – from prenatal to kindergarten entry – are formative for them and their families.

EOEL has been a principal convener, coordinator and collaborator of the early childhood system over the last seven years. From this work, we have come to understand intimately the challenges our early childhood community faces as we've worked toward the goal of giving every child and family quality early learning opportunities.

As we look to the current State Legislature's vision to expand access to early care and learning, we draw on the strategic and state plans and expansion concepts we've developed in collaboration with the early childhood community statewide, to drive EOEL's roadmap and recommendations.

This roadmap provides a brief overview of our 10-year expansion concept (as adjusted for 2020 numbers) as well as a snapshot of what actions and investments the early childhood system would need in the first three years to achieve our 10-year goal.

Included in this roadmap are the following:

EOEL 10-Year Expansion Adjusted Roadmap 2

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EOEL 10-Year Expansion Adjusted Roadmap

Introduction

The information in this summary has its roots in a concept paper developed in 2018 by the Executive Office on Early Learning (EOEL) in collaboration with Kamehameha Schools, Department of Education and the Charter School Commission. Our collective goal was to develop a plan that would project how 90% of Hawaii's 4-year-olds could be served within 10 years. EOEL has used the concept paper in our plans to increase access to high quality early learning programs for 4-year-old children statewide.

Following recent legislative efforts to increase access to early care and learning for 3-and 4-year-old children in Hawaii, EOEL revisited and revised the concept paper to incorporate changed circumstances (e.g., charter school prekindergarten classrooms coming under EOEL jurisdiction, updated population projections). EOEL also draws on our recent early childhood state and strategic plans to formulate this roadmap in a way that is aggressive but achievable. In the most basic terms, this roadmap estimates the increase growth in the capacity of early care and education providers to serve 4-year-olds. We view this as a conceptual model that may guide our work with community partners, including Head Start and other providers, to build out state-funded options for four-year-olds. This is our EOEL roadmap to expansion.

Conditions Needed

The rate of growth is only an estimate and is **contingent upon a number of conditions existing:**

- **Shifting Emphasis:** Underlying the plan is an initial emphasis on building infrastructure and workforce in the early years that shifts to a rapid expansion of provider capacity in the later years.
- **Workforce:** Recruiting, retaining and maintaining a strong workforce base will require:
 - Increased access to coursework, incentives and supports for those wanting to pursue coursework in early childhood education (includes building capacity in higher education),
 - More competitive compensation and benefit packages, and
 - Strong professional development and supports.
- **Facilities:** Funding will be required to build classroom facilities and/or retrofit existing classrooms to be age-appropriate.
- **Sustained Investment:** Although initial investment in facilities will subside after rapid expansion, there must be a strong commitment to sustain operating expenses beyond the 10-year period.



Capacity by Provider for 4-Year-Olds – Projection Table

The table below provides a glimpse of how we envision growth in capacity to serve 4-year-olds can occur. Capacity growth occurs in the two program types that receive state funds such as, multi-generational programs, which may include home visiting and family-child interaction learning programs (FCIL), and the EOEL Public Prekindergarten Program. In the absence of information about desired growth among private pre-K and mixed-funding programs, we have held constant their share of children served and will adjust our plan when there is more information. It's important to note that growth – particularly in mixed-funding classrooms – is a viable and attractive option that can provide pre-K learning at no cost to families in addition to the EOEL Public Prekindergarten Program.

	2017-2019	2019-2021	2021-2023	2023-2025	2025-2027	2027-2029
Total Population of 4-year-olds	18,078	18,259	18,442	18,627	18,814	19,003
Private pre-K programs	43.7%	43.7%	43.7%	43.7%	43.7%	43.7%
Mixed-funding programs (Head Start, Pre-Plus, Special Education)	12.4%	12.4%	12.4%	12.4%	12.4%	12.4%
Multi-generational Programs (e.g., home visiting & FCIL)	0.9%	1%	2.2%	3%	4.1%	5.5%
EOEL Public Prekindergarten Program	4.9%	6%	8.1%	10.3%	16.2%	28.4%
Total 4-year-olds served	61.9%	63.1%	66.4%	69.4%	76.4%	90.0%*

Note: 4-year-old population size is based on 2018 estimates from the U.S. Census Bureau and a 5% annual growth rate projected by the Department of Business, Economic Development and Tourism. Percentages in the cells represent estimates of provider capacity and the 4-year-old population that may be served in each setting.

*The goal is to provide capacity for at least 90% of Hawaii's 4-year-olds since we know some families will not choose the care and education program listed above.



EOEL Expansion: A 3-Year Snapshot

Overview

With so much momentum behind a legislative initiative for early care and learning this session, we thought it prudent to provide a 3-year snapshot to help guide investments by the State Legislature and business community. These items are slated for expansion between state fiscal years 2021 and 2023, pending legislative approval. The three-year window provides policymakers a number of options that can be prioritized for this year while looking ahead to future legislative sessions.

The table below provides a snapshot of the items and the total funding required for the next three years to reach our expansion goals. More detailed discussion is available in sections to follow.

Budget Item	Amount
Facilities (CIP)	\$30,000,000 (for 20-classroom expansion)
Induction Program	\$600,000 (for 20-classroom expansion)
Workforce Development	\$453,000 (for 3 years)
Workforce Study	\$350,000 (one time)
Family-Child Interaction Learning Programs (FCIL)	\$9,071,094 (by the end of year 3)
EOEL Systems-Building Positions	\$542,217 (annually)
EOEL Public Prekindergarten Positions	\$183,006 (annually)



Public Prekindergarten Facilities + Induction Years

Whenever we expand our EOEL Public Prekindergarten Program, we must first prepare the schools and their teams 1-2 years ahead of the classroom opening. In addition to the 10 classrooms opening next school year, we would like to open an additional 20 classrooms by the end of state fiscal year 2023.

Facilities

Preparations include renovating and doing other capital improvement projects to the designated classroom, the areas around that classroom and sometimes other parts of the school as well.

School Teams

Preparations also involve an induction year during which school principals and their designated teams go through a special program with the EOEL Public Prekindergarten Program staff. Principals and their teams prepare to welcome children with sessions that provide foundations in early childhood development, development of age-appropriate curricula, ordering appropriate furniture and equipment and more.

In school year 2020-2021, we will open an additional 10 classrooms. We have already received facilities funding for this expansion. We are also more than halfway through the induction year programming.

We are already planning for our next expansion for school year 2022-2023. We are currently accepting applications from schools who are interested in being part of the next round of expansion. Our next desired growth will likely be to open 20 additional classrooms in school year 2022-2023 based on current projections for the population of 4-year-olds. An additional 20 classrooms will have the capacity to serve another 400 students. Below is the funding we would need to support expansion for those 20 additional classrooms:

Facilities (CIP)	Induction Year
\$30,000,000	\$600,000



Workforce

Our office has heard repeatedly from public and private early learning providers that recruiting and retaining quality early childhood educators is one of the greatest hurdles to expansion and even maintenance of any program. Acknowledging what many have described as a crisis, EOEL has been working closely with the University of Hawaii Manoa (UHM) College of Education. Our work has focused on increasing the number of educators entering the workforce, supporting current educators to obtain the specialized training that helps preschoolers thrive and understanding the issue better to propose additional solutions.

Support for More Licensure Programs

Over the last few years, UHM has gotten a couple of programs up and running to focus on supporting the early childhood educator pipeline. Over the next few years, we can expect these programs will graduate between 20 and 30 educators a year.

We have also identified another way to increase access to licensure programs: proposing a post-baccalaureate program. A post-baccalaureate program could allow individuals who have a bachelor's degree in any subject to take coursework in early childhood education that will lead to licensure. If developed, a cohort-based post-baccalaureate program could provide a shorter option for individuals to get up to speed and meet EOEL Public Prekindergarten minimum qualifications. If built out completely, the program would be able to train an additional 25 educators every other year.

A post-baccalaureate and existing UHM programs could make a real impact on our workforce crisis.

Workforce Study

In addition to increasing access to licensure options, we also believe a comprehensive workforce study is crucial. No study of the local early childhood education workforce has been done in recent years, making this item long overdue. A workforce study would allow us to understand who our educators are, what motivates them, why so many leave the field and how we can better recruit and retain. Ideally, this study would benefit both private and public sector early learning and care providers. Although our 10-year projection focuses on growth in the public sector, we will only succeed if private providers can maintain their operations for 4-year-olds and can increase capacity for 3-year-olds.

Below are financial projections to guide investments by the State Legislature and business community over the next three years.

Support for More Licensure	Workforce study
Post-baccalaureate per year cost	One-time cost over 1-2 years
Instructor: \$70,582	Contract: \$350,000
Junior Specialist: \$75,421	
Materials: \$5,000	
Total per year: \$151,000	
Total for all costs over 3 years: \$803,000	



Family-Child Interaction Learning Programs

Family-child interaction learning (FCIL) programs serve a dual purpose of parent education and child development. Children and family members attend regular group meetings, often twice weekly, during which family caregivers engage with their children through staff-designed child development activities and caregiver lessons and support activities.

FCIL programs are a key component of the early childhood system. We also believe they're a good investment in that programs reach both a child and his or her parents or caregivers. This dual approach not only helps with a child's development but can also reduce toxic stress for children and their families. Additionally, these programs have the flexibility to serve children from birth to kindergarten-entry.

EOEL first contracted for and began state-funded FCIL programs in school year 2018-2019. We currently have two sites run by Partners in Development Foundation at Keolu and Kalihi Uka Elementary Schools.

Based on current projections for the population of 4-year-olds, we would like to grow our financial capacity to contract for 55 additional FCIL program sites in the next three years. We would also like to be able to provide assessments of the program that are valuable to contractors, EOEL, other state agencies and families themselves with the LENA assessment. Most often in early learning, we focus on assessing the child. But this emerging assessment technology and technique provides feedback to measure impact both on child and parents or caregivers as well as useful data and insights. Below are the financial projections to guide investments by the State Legislature and business community over the next three years.

Year	Number of Contracts	Operating Cost	Assessment Cost	Total
Current	2	\$300,000	\$0	\$300,000
2019-2021	6	\$900,000	\$54,852	\$954,852
2021-2023	57	\$8,550,000	\$521,094	\$9,071,094

Note: Operating costs are based on a cost of \$150,000 per site. Presumably, growth in these initial years will happen at new sites. However, if need is big enough for one site, we may be able to add additional classrooms at a lower price.



EOEL Positions

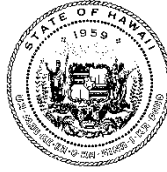
EOEL's responsibilities are diverse. We administer direct services, we contract and oversee direct services (Head Start and family-child interaction learning programs) and we are tasked with coordinating and improving the early childhood system across all levels of government and multiple sectors.

As we continue to expand our operations, whether by increasing EOEL Public Prekindergarten Program classrooms or the number of FCIL contracts, our capacity in the office must grow as well. Increasing funding will allow us to respond effectively to the State Legislature's 10-year vision by helping to coordinate the system and build capacity across the system as well as expand in a fiscally responsible way.

For the next biennium, the following positions would be critical for successful rapid expansion:

Budget Item	Amount	Description
EOEL Office (each figure includes salary and any equipment and travel/transportation)		
Community Coordinator	\$124,875	Facilitates two-way communication and engagement with local communities. We have received regular feedback that a strong early childhood system requires meaningful community engagement.
Fiscal Manager	\$184,160	Oversees budget planning, monitoring and reporting for EOEL and liaison with the involved departments, Governor's Office, and Legislature. EOEL previously had support from the Governor's Office but has had to assume these functions without specialized staff.
Contracts Specialist	\$75,140	Oversees procurement and contracts associated with EOEL, including those related to federal grants (e.g., the Preschool Development Grant), private funds, and facilitation for the systems-building work. EOEL previously had support from the Governor's Office but has had to assume these functions without specialized staff.
Operations Manager	\$112,002	Coordinate human resources, manage 9 staff members, oversee day-to-day operations of EOEL systems-building team.
Secretary	\$46,040	Support administrative functions for proposed the Operations Manager.
EOEL Public Prekindergarten Program (each figure includes salary and any equipment and travel/transportation)		
Fiscal Specialist	\$107,866	Provides fiscal support and oversight for early learning programs and services under the EOEL umbrella as well as associated sub-contracts. EOEL previously had support from the Governor's Office but has had to assume these functions without specialized staff.
Contracts Specialist	\$75,140	Oversees and provides support for procurement and contracts associated with early learning programs/services under the EOEL umbrella as well as associated sub-contracts. EOEL previously had support from the Governor's Office but has had to assume these functions without specialized staff.





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

March 11, 2020

TO THE SENATE COMMITTEE ON EDUCATION

TESTIMONY ON HOUSE BILL 2543 HD1 , RELATING TO ACCESS TO LEARNING

SUBMITTED BY LYNN HAMMONDS FOR THE HAWAII TEACHER STANDARDS BOARD

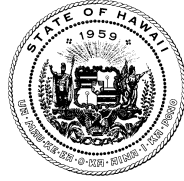
Chair Kidani, Vice Chair Kim, and Members of the Senate Committee on Education:

The Hawaii Teacher Standards Board (HTSB) **supports** HB 2543 HD1, to provide early learning opportunities for Hawaii three and four year old children, and to fund programs that will support these youngest students and their families by giving them a sound foundation for their P-12 school years.

To appropriately staff these early learning programs, the HTSB also supports any provision you may see fit for the training, recruitment and retention of qualified early childhood education teachers through both traditional university and alternative route teacher education programs to address the shortage of qualified early childhood educators in Hawaii.

The HTSB thanks the Senate Committee on Education for hearing this bill to support early learning, Hawaii keiki, families and teachers.

Thank you for the opportunity to testify.



STATE OF HAWAII
HAWAII STATE PUBLIC LIBRARY SYSTEM
OFFICE OF THE STATE LIBRARIAN
44 MERCHANT STREET
HONOLULU, HAWAII 96813

SENATE COMMITTEE ON EDUCATION

Wednesday, March 11, 2020

2:45 pm

State Capitol, Room 229

**By Stacey A. Aldrich
State Librarian**

H.B. 2543, H.D.1, Relating to Access to Learning

TO: Chair Michelle N. Kidani
Vice Chair Donna Mercado Kim
Members of the Senate Committee on Education

The Hawaii State Public Library System (HSPLS) **supports** the intent of H.B. 2543 H.D.1, which allows for the establishment of early learning classrooms and services at any HSPLS library in consultation with the early learning coordinator and an appropriation of an unspecified amount for the purpose of building two or more early learning services classrooms.

In order to establish early learning classrooms and services at HSPLS facilities, HSPLS requests the Committee's consideration of the following amendments:

1) Amend Hawaii Revised Statutes section 312-2.1(d) to allow HSPLS to expend funding for purposes other than libraries:

§312-2.1 Appointment of state librarian; duties; salary.

(c) The state librarian may appoint, without regard to chapter 76, one secretary for the state librarian. The secretary for the state librarian shall serve at the pleasure of the state librarian.

[(d)] The state librarian shall collect, purchase, receive gifts of, and otherwise acquire all books and other publications proper for libraries, and arrange, classify, and catalog the same; provide for their safekeeping; expend moneys appropriated by the legislature and otherwise acquired for the

development, use, support, and maintenance of libraries and other related purposes; provide ways and means for placing libraries within reach of all residents throughout the State and particularly of all public and private school children; provide and maintain branch libraries, offices, or places for the distribution of books and periodicals throughout the State; enter into contracts as may be necessary to carry into effect the general duties herein imposed; appoint such officers and employees as deemed necessary, all of whom shall be under the authority of the governor for purposes of chapters 76, 78, 89, and 89C; and adopt rules for the management and use of libraries, and for the control of the property under its management.

2) Amend Section 22 of the measure to allow for the establishment of early learning services at existing library facilities; and clarify that only appropriations for capital improvement projects shall be expended by the Department of Accounting and General Services:

SECTION 22. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ _____ or so much thereof as may be necessary for fiscal year 2020-2021 for _____ the purpose of building or establishing two or more early learning services classrooms on property under the jurisdiction of the public library system.

The sum appropriated for capital improvement projects shall be expended by the department of accounting and general services for the purposes of this Act.

Our public libraries are an important part of the education ecosystem. For many families, libraries are the natural place for learning and resources, especially for emergent readers. Through our 51 branch libraries located throughout Hawaii, we offer thousands of hours of story times, and child-focused programming and services. HSPLS looks forward to being a partner in the State's efforts to expand early learning opportunities throughout the State.

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

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: HB 2543 HD1 Relating to Access to Learning
DATE: March 11, 2020
TIME: 2:45 P.M.
COMMITTEES: Committee on Education
ROOM: Conference Room 229
FROM: Yvonne Lau, Interim Executive Director
State Public Charter School Commission

Chair Kidani, Vice Chair Kim, and members of the Committee:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony providing **COMMENTS on HB 2543 HD1** which impacts the charter school early learning program by removing public charter school prekindergarten programs from the administrative authority of the Executive Office on Early Learning. This measure further requires parents or guardians of public charter school kindergarten students to disclose information on the student's prior child care program or prekindergarten attendance, if any, and requires the assessment of public school and charter school kindergarten students.

The Commission’s focus is to ensure the continuation of high quality early learning programs, particularly for children and families who have limited access to these kind of programs in rural communities, through the continued funding of the public charter school prekindergarten programs, which this measure allows for through the separate allocation to the Commission. The Commission will ensure that high quality practices, aligned to the Hawai’i Early Learning Standards, and classroom assessment measures that are already in place will continue to be utilized in all public charter school prekindergarten programs.

The Commission takes no position on the other provisions in this measure and defers to those agencies directly impacted.

Thank you for the opportunity to provide this testimony.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Education
Wednesday, March 11, 2020, 2:45 pm, Rm 229
by
Bonnie Irwin
Chancellor
University of Hawai'i at Hilo

HB 2543 HD1 – RELATING TO ACCESS TO LEARNING

Chair Kidani, Vice Chair Kim, and members of the committee:

Thank you for the opportunity to submit testimony on section 20 of HB 2543 HD1. The University of Hawai'i at Hilo (UH Hilo) writes in support of this section and the overall efforts of the legislature to further early learning opportunities for Hawai'i's families. UH Hilo will also cooperate with the larger effort of the various state departments and private early education and childcare entities to move this important initiative forward.

Ka Haka 'Ula O Ke'elikōlani is the only indigenous language college in the country, and is a leader in efforts to revitalize and renormalize Hawaiian as a model for other endangered languages around the world. Ka Haka 'Ula O Ke'elikōlani is the primary source of Hawaiian language medium teachers in the state and operates the only Hawaiian language medium teacher training programs delivered totally through Hawaiian. Among our programs is the state's sole early childhood certification program conducted through Hawaiian. We also work closely with the Hawai'i DOE and charter schools in providing curriculum materials and training for schools taught through Hawaiian.

Ka Haka 'Ula O Ke'elikōlani works hand in hand with 'Aha Pūnana Leo, the state's sole private provider of Hawaiian language medium early education. Ka Haka 'Ula O Ke'elikōlani will have the responsibility for building classrooms for Hawaiian language immersion and establishing pathways for the development of other Hawaiian language immersion classes.

Mahalo for the opportunity to testify in support of section 20 of HB 2543 HD1.



Testimony Presented Before the
Senate Education Committee
Wednesday, March 11, 2020 at 2:45pm
by
Stephen Schatz
Executive Director, Hawai'i P-20 Partnerships for Education

HB 2543 HDI – RELATING TO ACCES TO LEARNING

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

Thank you for the opportunity to provide testimony on HB 2543 HDI. Hawai'i P-20 Partnerships for Education supports the intent of HB2543 HDI with suggested attached revisions. Increasing affordable and accessible child care choices through the Preschool Open Doors Program as well as more prekindergarten classrooms through the Executive Office on Early Learning (EOEL) will provide the kind of support our students need to prepare for kindergarten. EOEL's public prekindergarten classrooms have demonstrated success, and we should continue to support and accelerate the growth of early learning opportunities throughout the state, especially where these opportunities are lacking for children and families.

HB2543 HDI would also provide resources and require data sharing among the agencies involved in providing services for young children, to best inform effective and efficient policy development and implementation, as called for in HRS Section 27-7. As the managing entity of Hawai'i's Data Exchange Partnership (DXP), a collective and collaborative effort among state agencies, Hawai'i P-20 has the responsibility of managing data sharing and data governance among the agencies who participate in the DXP. Hawai'i P-20 stands ready to assist in the build-out of new data sharing infrastructure, governance, and analysis related to HB2543 HDI. We would respectfully request two (2) FTE to implement the requirements of HB2543 HDI.

Thank you for the opportunity to testify on this measure.

Hawai'i P-20

UNIVERSITY OF HAWAII • SINCLAIR LIBRARY, ROOM 504 • 2425 CAMPUS ROAD • HONOLULU, HI 96822

Office: 808-956-3879 | Fax: 808-956-8037

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Suggested Edits for HB 2543 HD1 shown in blue font

SECTION 1. The purpose of this Act is to:

(1) Expand the capacity, resources, affordability, and flexibility of childcare facilities licensed by the department of human resources to significantly increase affordable and accessible childcare choices for Hawaii's families, especially those in financial need and in lesser-served areas of the State;

(2) Expand the capacity, resources, and availability of state-financed preschool programs;

(3) Offset the cost of living for Hawaii families by subsidizing both childcare and preschool;

(4) Clarify the coordination of the continuum of early learning and preschool programs throughout the State;

(5) Augment the statewide longitudinal data system to include early learning and child care data to help determine the levels of prekindergarten attendance and need for child care in geographic regions of the State; identify the highest priority regions requiring prekindergarten programs and child care to meet the needs of unserved or underserved eligible children; and assess the longitudinal outcomes of students who attended prekindergarten or were provided with early childhood services; and

~~(56)~~ Build the infrastructure and develop the resources necessary to achieve the objective of providing the capacity to serve fifty per cent of all otherwise unserved children who are three to four years of age, or will not be at least five years of age on or before July 31 of the current school year, with access to learning by the year 2025, and providing the capacity to serve one hundred per cent of those children within the same age group with access to learning by the year 2030.

This Act is part of the State's early childhood plan to increase access to child care and early learning opportunities for children in the State.

PART II. DEPARTMENT OF EDUCATION

SECTION 2. Chapter 302A, Hawaii Revised Statutes, is amended by adding two new sections to subpart C of part IV to be appropriately designated and to read as follows:

"§302A-A Standardized assessment for students entering kindergarten. (a) The board of education shall adopt a student assessment model pursuant to section 302A-1101(a) to assess all students entering kindergarten.

(b) Within the first thirty days of each school year, the department shall assess all kindergarten students with the student assessment model; provided that any assessment administered pursuant to this subsection shall be conducted in either English or Hawaiian.

(c) The department shall share the information gathered pursuant to this section with the department of human services, executive office on early learning, early learning coordinator, ~~and~~ public charter school commission, and the statewide longitudinal data system in accordance with section 27-7, to the extent not otherwise prohibited by administrative rule or law.

§302A-B Prior early learning programs attendance disclosure. (a) At least one parent or guardian of each child entering kindergarten shall disclose to the department the name and address of the early learning program that the child attended during the previous academic year. The department may also require the disclosure of any other information not otherwise prohibited by law that would assist the department, the department of human services, and the executive office on early learning in developing, assessing, and implementing strategies to meet the early learning needs of children in the State. The department and the executive office on early learning shall use the information to assist the early learning coordinator in determining the levels of prekindergarten attendance and need for child care in geographic regions of the State and identify the highest priority regions requiring prekindergarten programs and child care to meet the needs of unserved or underserved eligible children.

(b) The department may include a request for the information required by subsection (a) on a kindergarten enrollment form or any other appropriate form.

(c) The department shall share the information gathered pursuant to this section with the department of human services, executive office on early learning, early learning coordinator, ~~and~~ public charter school commission, and the statewide longitudinal data system in accordance with section 27-7, to the extent not otherwise prohibited by administrative rule or law."

SECTION 3. Chapter 302D, Hawaii Revised Statutes, is amended by adding two new sections to be appropriately designated and to read as follows:

§302D-A Standardized assessment for students entering kindergarten. (a) The board of education shall adopt a student assessment model pursuant to section 302A-1101(a) to assess all charter school students entering kindergarten.

(b) Within the first thirty days of each school year, the state public charter school commission shall assess all charter school kindergarten students with the student assessment model; provided that any assessment administered pursuant to this subsection shall be conducted in either English or Hawaiian.

(c) The state public charter school commission shall share the information gathered pursuant to this section with the department of education, department of human services, executive office on early learning, ~~and~~ early learning coordinator, and the statewide longitudinal data system in accordance with section 27-7, to the extent not otherwise prohibited by administrative rule or law.

§302D-B Prior early learning programs attendance disclosure. (a) At least one parent or guardian of each child entering kindergarten shall disclose to the state public charter school commission the name and address of the early learning program that the child attended during

the previous academic year. The state public charter school commission may also require the disclosure of any other information not otherwise prohibited by law that would assist the department, the department of human services, and the executive office on early learning in developing, assessing, and implementing strategies to meet the early learning needs of children in the State. The department and the executive office on early learning shall use the information to assist the early learning coordinator in determining the levels of prekindergarten attendance and need for child care in geographic regions of the State and identify the highest priority regions requiring prekindergarten programs and child care to meet the needs of unserved or underserved eligible children and shall provide the information to the department of human services.

(b) The state public charter school commission may include a request for the information required by subsection (a) on a kindergarten enrollment form or any other appropriate form.

(c) The state public charter school commission shall share the information gathered pursuant to this section with the department of education, department of human services, executive office on early learning, ~~and~~ early learning coordinator, and the statewide longitudinal data system in accordance with section 27-7, to the extent not otherwise prohibited by administrative rule or law."

SECTION 4. Section 302L-1.6, Hawaii Revised Statutes, is amended by amending subsections (b) and (c) to read as follows:

"(b) The board shall consist of the following voting members:

- (1) A representative of center-based program providers or the representative's designee;
- (2) A representative of family child care program providers;
- (3) A representative of family-child interaction learning program providers;
- (4) A representative of philanthropic organizations that support early learning or the representative's designee;
- (5) A representative from a head start provider agency;
- (6) A representative from the Hawaii Early Intervention Coordinating Council;
- (7) A parent representative;
- (8) A representative from the Hawaii chapter of the American Academy of Pediatrics;
- (9) A representative of home-visiting program providers;
- (10) A representative of Hawaiian medium early learning providers; and
- (11) A representative of the Hawaii Council of Mayors, or the representative's designee.

The superintendent of education, director of human services, director of health, early learning coordinator, and president of the University of Hawaii shall serve as ex officio, nonvoting members of the board.

The board shall invite the chief executive officer of Kamehameha Schools and the executive director of the Hawaii Association of Independent Schools, or their designees, to serve as voting members of the board.

(c) Except for the early learning coordinator, superintendent of education, directors of state departments, president of the University of Hawaii, chief executive officer of Kamehameha Schools, and the executive director of the Hawaii Association of Independent Schools, or their designees, the members of the board shall serve staggered terms as follows:

- (1) The representative of center-based program providers shall serve a two-year term;
- (2) The representative of family child care program providers shall serve a three-year term;
- (3) The representative of family-child interaction learning program providers shall serve a three-year term;
- (4) The representative of philanthropic organizations that support early learning shall serve a two-year term;
- (5) The representative from a head start provider agency shall serve a three-year term;
- (6) The representative from the Hawaii Early Intervention Coordinating Council shall serve a three-year term;
- (7) The parent representative shall serve a two-year term;
- (8) The representative from the Hawaii chapter of the American Academy of Pediatrics shall serve a two-year term;
- (9) The representative of home-visiting program providers shall serve a three-year term;
- (10) The representative of Hawaiian medium early learning providers shall serve a two-year term; and
- (11) The representative of the Hawaii Council of Mayors shall serve a three-year term."

SECTION 5. Section 302L-5, Hawaii Revised Statutes, is amended to read as follows:

"**§302L-5 Early learning [~~trust fund~~] special fund.** (a) There is established within the state treasury the early learning [~~trust fund~~] special fund, to be administered by the executive office on early learning, into which shall be deposited all moneys received by the office in the form of:

- (1) Fees;
- (2) Grants;
- (3) Donations;
- (4) Appropriations made by the legislature to the fund; and
- (5) Revenues regardless of their source,

and earnings on moneys in the fund. Moneys in the fund shall be used for the early learning system. Expenditures from the fund may be made by the office without appropriation or allotment.

(b) The office shall submit an annual report to the legislature, no later than August 31, on the sources of moneys deposited into the fund and expenditures of the moneys in the fund."

SECTION 6. Section 302L-7, Hawaii Revised Statutes, is amended as follows:

1. By amending subsection (a) to read:

"(a) There is established within the early learning system an early childhood education program to be known as the executive office on early learning public prekindergarten program and to be administered by the office pursuant to rules adopted by the office. The program shall:

(1) Be provided through the executive office on early learning, which shall partner with the department of education [~~and state public charter school commission~~] through either a memorandum of agreement or memorandum of understanding pursuant to the requirements of this section;

(2) Prepare children for school and active participation in society through the use of either of the State's two official languages; and

(3) Provide access to high-quality early learning that addresses children's physical, cognitive, linguistic, social, and emotional development."

2. By amending subsections (o) and (p) to read:

"(o) The office shall collect data with assistance from the department of education [~~and state public charter school commission~~], based on a schedule to be determined by the office, to:

- (1) Evaluate the services provided;
- (2) Inform policy; and
- (3) Make any improvements to the program.

(p) The department of education [~~and any public charter school existing pursuant to chapter 302D,~~] may use available classrooms for public preschool programs statewide. [~~The office shall give priority to public charter schools that serve high populations of underserved or at risk children.~~] Preschool classrooms established pursuant to this section shall be in addition to any classrooms used for the pre-plus program established pursuant to section 302L-1.7."

SECTION 7. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2020-2021 for the executive office on early learning to support early learning programs in accordance with this Act.

The sum appropriated shall be expended by the executive office on early learning for the purposes of this Act.

SECTION 8. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2020-2021 for the department of education to modify and expand its information technology system for the purpose of managing the information collected pursuant to this Act and for permanent full-time (.0 FTE) positions to carry out that modification and expansion.

The sum appropriated shall be expended by the department of education for the purpose of this Act.

SECTION 9. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2020-2021 for the removal of the public charter school prekindergarten program from the administrative authority of the executive office on early learning.

The sum appropriated shall be expended by the public charter school commission for the purpose of this Act.

PART III. DEPARTMENT OF HUMAN SERVICES

SECTION 10. Chapter 346, Hawaii Revised Statutes, is amended by adding four new sections to subpart D of part VIII to be appropriately designated and to read as follows:

"§346- Preschool open doors special fund. (a) There is established within the state treasury the preschool open doors special fund, to be administered by the department's child care assistance program, into which shall be deposited all moneys received by the department's child care assistance program in the form of:

- (1) Fees;
- (2) Grants;
- (3) Donations;

- (4) Appropriations made by the legislature to the fund; and
- (5) Revenues regardless of their source,

and earnings on moneys in the fund. Moneys in the fund shall be used for the preschool open doors program. Expenditures from the fund may be made by the department without appropriation or allotment.

(b) The department shall submit an annual report to the legislature, no later than August 31, on the sources of moneys deposited into the fund and expenditures of moneys in the fund.

§346- Preschool grant program special fund; established. (a) There is established within the state treasury the preschool grant special fund, into which shall be deposited:

- (1) Donations to the special fund;
- (2) Appropriations made by the legislature to the fund;
- (3) Revenues regardless of their source; and
- (4) Earnings on moneys in the fund.

(b) The department shall expend moneys in the special fund to award grants to private entities for the establishment of new preschools or expansion of existing preschools at the private entity's place of business.

(c) Expenditures from the fund may be made by the department without appropriation or allotment.

(d) Any grant awarded pursuant to this section or expenditure of funds for the administration of the preschool open doors program shall be exempt from chapters 103D and 103F. The department shall adopt rules pursuant to chapter 91 to effectuate the grant program.

(g) The department shall submit an annual report to the legislature, no later than August 31, on the sources of moneys deposited into the fund and expenditures of moneys in the fund.

§346- Preschool open doors program; provider accreditation. (a) Each service provider of the preschool open doors program shall be accredited or shall obtain accreditation within three calendar years of first receiving any funds from the preschool open doors program; provided that any existing service provider unaccredited on July 1, 2020, shall obtain accreditation by July 1, 2023.

(b) Accreditation under this section shall be obtained from one or more of the following national early learning accrediting organizations:

- (1) National Association for the Education of Young Children;

(2) National Early Childhood Program Accreditation;

(3) National Association of Family Child Care; or

(4) An accrediting organization approved by the director.

§346- Preschool open doors; procurement exemption. Any expenditure of funds by the department to implement, operate, or expand the preschool open doors program may be made without regard to chapters 103D and 103F."

SECTION 11. Chapter 346, Hawaii Revised Statutes, is amended by adding a new section to part VIII to be appropriately designated and to read as follows:

"§346- Prior early learning program information. ~~(a) The department shall establish or augment an existing database to collect and analyze information it receives from the department of education pursuant to sections 302A-A, and 302A-B and the state public charter school commission pursuant to sections 302D-A and 302D-B and any other information the department may collect on all children in the State who are three to four years old and children who will not be at least five years of age on or before July 31 of the current school year. The early learning coordinator shall have access to the database and use the information to determine the levels of prekindergarten attendance and need for child care in geographic regions of the State and identify the highest priority regions requiring prekindergarten programs and child care to meet the needs of unserved or underserved eligible children.~~

~~(ba) To the extent not prohibited by administrative rule or law, the department, department of education, public charter school commission, executive office on early learning, and early learning coordinator shall share any information gathered pursuant to 302A-A, 302A-B, 302D-A, 302D-B, with each other along with any other information the department may collect on all children in the State who are three to four years old and children who will not be at least five years of age on or before July 31 of the current school year, with each other and the statewide longitudinal data system in accordance with section 27-7.~~

~~(c) Any procurement executed pursuant to this section shall be exempt from chapters 103D and 103F."~~

SECTION 12. Section 346-181, Hawaii Revised Statutes, is amended by amending subsections (b) and (c) to read as follows:

"(b) Subject to the availability of funds, the program shall serve three- and four-year-old children[;] who are in the two years prior to kindergarten entry pursuant to section 302A-411, with priority extended [~~to:~~] in the following order to any:

~~(1) Children who are not eligible to attend public school kindergarten in the calendar year in which they turn five years of age because their birth date occurs after the kindergarten eligibility date pursuant to section 302A-411; and~~

~~(2)~~ (1) Underserved or at-risk ~~children,~~ four-year-old child who was previously served as a three-year old child, as defined by rules adopted by the department[-];

(2) Four-year-old child who was previously served as a three-year-old child;

(3) Four-year-old child;

(4) Underserved or at-risk three-year-old child, as defined by rules adopted by the department; and

(5) Three-year-old child.

(c) Enrollment in the program shall be voluntary. A parent or guardian of a child enrolled in the program ~~shall~~ may share in the costs of the program through a copayment according to a sliding fee scale that is based on need pursuant to rules adopted by the department."

SECTION 13. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2020-2021 for permanent full-time (.0 FTE) positions for the preschool open doors program.

The sum appropriated shall be expended by the department of human services for the purposes of this Act.

SECTION 14. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2020-2021 for the department of human services to expand its information technology system for the purpose of managing the information collected pursuant to this Act.

The sum appropriated shall be expended by the department of human services for the purposes of this Act.

SECTION 15. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2020-2021 for the department of human services to contract for and operate preschool and child care programs without regard to chapters 103D and 103F, Hawaii Revised Statutes, to carry out the purposes of this Act.

The sum appropriated shall be expended by the department of human services for the purposes of this Act.

SECTION 16. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2020-2021 for deposit into the preschool grant special fund.

PART IV. OFFICE OF THE GOVERNOR

SECTION 17. Chapter 26, Hawaii Revised Statutes, is amended by adding a new part to be appropriately designated and to read as follows:

"PART . EARLY LEARNING

§26- Position of early learning coordinator; established; benchmarks; duties. (a) There is established within the office of the governor an early learning coordinator position. The governor, without regard to chapter 76, shall appoint the early learning coordinator. The early learning coordinator may be removed from office by the governor.

(b) The salary of the early learning coordinator shall be fixed by the governor. The early learning coordinator shall be a member of the state employees' retirement system and shall be included under the operations of the federal social security program or any other state or federal employee benefit program generally applicable to employees of the State.

(c) The early learning coordinator may employ and retain employees as may be necessary to carry out the duties of the early learning coordinator. The employees may be hired without regard to chapter 76, shall serve at the pleasure of the early learning coordinator, and shall be included in any benefit program generally applicable to employees of the State.

(d) The early learning coordinator shall ensure access to learning through preschool programs that meet or exceed the following benchmarks:

(1) Fifty per cent of all otherwise unserved children who are three to four years of age, or will not be at least five years of age on or before July 31 of the current school year, shall be enrolled in a preschool program by December 31, 2025; and

(2) One hundred per cent of all children who are three to four years of age, or will not be at least five years of age on or before July 31 of the current school year, shall be enrolled in a preschool program by December 31, 2030.

The early learning coordinator shall submit an annual report to the legislature, no later than August 31 of each year, on the progress toward achieving the benchmarks until all children who are three to four years of age, or will not be at least five years of age on or before July 31 of the current school year, are enrolled in a preschool program.

(e) The early learning coordinator:

(1) May develop and implement strategies and programs that can offset the cost of child care and school readiness programs for high priority workforce needs;

(2) May create a flexible, expandable, and focused funding and budgeting approach that will encourage public and private partnerships to implement school readiness programs;

(3) Shall identify the need for child care and early learning in geographic regions of the State and consider using public facilities including schools, libraries, and the university of Hawaii system as locations for child care and early learning programs;

(4) May create programs and private sector delivery systems that can pose the essential information and policy questions, monitor the progress of the implementation of this part, and generate timely detailed reports to the extent allowable by law;

(5) Shall facilitate and support data sharing among public and private entities to the extent not otherwise prohibited by law or rule; and

(6) Shall support the department of human services and the executive office on early learning to expand access to quality child care and early learning.

§26- Access to learning special fund. (a) There is established within the state treasury the access to learning special fund, to be administered by the early learning coordinator, into which shall be deposited all moneys received by the early learning coordinator in the form of:

- (1) Fees;
- (2) Grants;
- (3) Donations;
- (4) Appropriations made by the legislature to the fund; and
- (5) Revenues regardless of their source,

and earnings on moneys in the fund. Moneys in the fund shall be used to fulfill the duties of the early learning coordinator. Expenditures from the fund may be made by the early learning coordinator without appropriation or allotment.

(b) Any law to the contrary notwithstanding, the governor may authorize expenditures from the fund of any donation, grant, bequest, and devise of money from any private institution, person, firm, or corporation for the purposes of funding or augmenting the salaries of the early learning coordinator and any employee of the early learning coordinator. If all or any portion of any salary of the early learning coordinator or any employee of the early learning coordinator is funded pursuant to this subsection, the report pursuant to subsection (c) shall include information detailing the use of any funds authorized under this subsection.

(c) The early learning coordinator shall submit an annual report to the legislature, no later than August 31, on the sources of moneys deposited into the fund and expenditures of moneys in the fund."

SECTION 18. Section 27-7, Hawaii Revised Statutes, is amended to read as follows:

"~~[(§27-7)]~~ **Departmental data sharing.** (a) The department of education, the University of Hawaii, the department of labor and industrial relations, and other state agencies, as appropriate, shall share data for the statewide longitudinal data system to support research and evaluation that will improve the educational and workforce outcomes for the state of Hawaii and meet the longitudinal data requirements of the federal American Recovery and Reinvestment Act of 2009, as amended. The data to be shared shall be determined jointly by the department of education, the University of Hawaii, the department of labor and industrial relations, and other state agencies, as appropriate, and shall be shared no less than annually.

(b) The department of education, the University of Hawaii, the department of labor and industrial relations, and other state agencies, as appropriate, shall share data in a manner that safeguards the confidentiality of student education records, as defined by the federal Family Educational Rights and Privacy Act, and workforce data, as provided by applicable federal and state laws, rules, and regulations.

(c) The statewide longitudinal data system shall store and analyze early childhood data it receives from the department of education pursuant to sections 302A-A, and 302A-B, the state public charter school commission pursuant to sections 302D-A and 302D-B, and the department of human services on children in the State who are three to four years old and children who will not be at least five years of age on or before July 31 of the current school year to determine the cross-agency longitudinal outcomes of children who attended prekindergarten/were provided with early childhood services. Data to be shared shall be determined jointly by the relevant agency(ies) and shall be shared no less than annually.

All data shared by or with the department of human services, department of education, public charter school authorizers, public charter schools, executive office on early learning, the early learning coordinator, and other entities as required by statute shall be subject to any administrative rule regarding privacy adopted by the department or agency that collected the data.

~~[(e)]~~ (d) The department of education, the University of Hawaii, the department of labor and industrial relations, and other state agencies, as appropriate, shall establish a data governance and access committee that meets on a quarterly basis to determine protocols to:

(1) Prioritize analyses and research questions that will provide information to improve educational and workforce outcomes and policies; and

(2) Approve requests for access to data provided by the department of education, the University of Hawaii, the department of labor and industrial ~~[(relations)]~~, and other state agencies, as appropriate.

~~[(d)]~~ (e) All state agency directors shall consider sharing data for the statewide longitudinal data system."

SECTION 19. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ _____ or so much thereof for _____ permanent full-time (.0 FTE) as may be necessary for

fiscal year 2020-2021 for the statewide longitudinal data system to expand its information technology system and analytic capability for the purpose of managing and analyzing the information collected pursuant to this Act.

The sum appropriated shall be expended by the university of Hawai'i for the purposes of this Act.

SECTION ~~19~~20. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2020-2021 for the early learning coordinator position and employees of the early learning coordinator.

The sum appropriated shall be expended by the office of the governor for the purposes of this Act.

PART V. HAWAIIAN LANGUAGE IMMERSION

SECTION ~~20~~1. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2020-2021 for the purpose of assisting Ka Haka Ula O Keelikolani, in partnership with the Imiloa astronomy center and other public or private partners as appropriation or required by law, to build two or more classrooms for Hawaiian language medium education pre-kindergarten programs that shall be used to establish a pathway for the development of other Hawaiian language medium education and Hawaiian language immersion classes.

The sum appropriated shall be expended by the university of Hawaii at Hilo for the purposes of this Act.

PART VI. LIBRARIES

SECTION ~~21~~2. Chapter 312, Hawaii Revised Statutes, is amended by adding a new section to be appropriated designated and to read as follows:

"§312- Early learning classrooms and services on public library property; authorized. (a) The Hawaii state public library system, in consultation and partnership with the department of human services or the executive office on early learning, may establish new early learning classrooms and contract for early learning services at any library under the jurisdiction of the Hawaii state public library system; provided that the entity with which the Hawaii state public library system partners to establish a new early learning classroom shall be the same entity responsible for the administration and operation of that early learning classroom.

(b) The planning, constructing, equipping, and operating of new early learning classrooms and the contracting of early learning services shall not be subject to chapters 103D or 103F."

SECTION ~~22~~3. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2020-2021 for the

purpose of building two or more early learning services classrooms on property under the jurisdiction of the public library system.

The sum appropriated shall be expended by the department of accounting and general services for the purposes of this Act.

PART VII. MISCELLANEOUS PROVISIONS

SECTION 234. In codifying the new sections added by sections 2 and 3 of this Act, the revisor of statutes shall substitute appropriate section numbers for the letters used in designating the new sections in this Act.

SECTION 245. Statutory material to be repealed is bracketed and stricken. New statutory material is underscored.

SECTION 256. This Act shall take effect on July 1, 2022; provided that sections 2, 3, and 11 shall take effect on July 1, 2021.

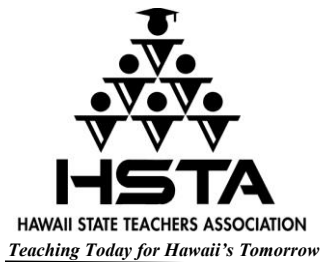
Report Title:

DHS; DOE; Preschool Open Doors Program; Executive Office on Early Learning; Appropriation

Description:

Requires parents or guardians of public school and charter school kindergarten students to disclose information on the student's prior child care program or prekindergarten attendance, if any, for the purpose of determining areas having the highest need for prekindergarten and child care programs. Requires assessment of public school and charter school kindergarten students. Removes public charter school prekindergarten programs from the administrative authority of the Executive Office on Early Learning. Establishes the preschool open doors special fund. Expands Preschool Open Doors Program eligibility from 4-year-old children to all children who are 3- to 4-years old who are in the 2 years prior to kindergarten entry. Requires annual reporting regarding the revenues and expenditures of the early learning special fund. Establishes a program for the Department of Human Services to award grants for preschools. Appropriates funds and authorizes positions for the Preschool Open Doors Program [and to contract for and operate preschool and child care programs](#). Appropriates funds for the [Department of Human Services statewide longitudinal data system](#) to be expanded ~~its information technology system~~ for the purpose of managing information on prekindergarten attendance, ~~and~~ child care need, [and longitudinal outcomes of students who received early childhood services](#), ~~and to contract for and operate preschool and child care programs~~. Establishes the Early Learning Coordinator position within the Office of the Governor. Establishes the goal of providing all children who are 3 to 4 years old who are in the 2 years prior to kindergarten entry with enrollment in a preschool program by the year 2030 and assigns that responsibility to the Early Learning Coordinator. Appropriates funds to the University of Hawaii for building classrooms for Hawaiian language immersion pre-kindergarten programs. Appropriates funds for building early learning services classrooms on public library property. Appropriates funds. (HB2543 HD1)

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.



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

TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

RE: HB 2543, HD1 – RELATING TO ACCESS TO LEARNING

WEDNESDAY, MARCH 11, 2020

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani and members of the Committee,

The Hawaii State Teachers Association **is providing comments on HB 2543, HD1,** relating to access to learning.

We support our state's goal of preschool expansion; however, we believe the most cost-effective approach is to continue to expand public preschool classrooms. High quality early childhood education represents one of the best investments our country can make.

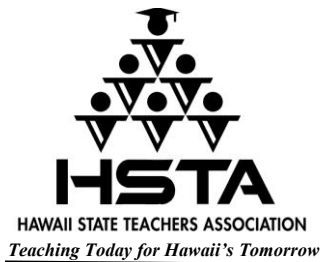
Expanding public preschool is a more economical choice. The state is able to expand public preschool faster, better, and with less funding than it would be to allocate any funds to private entities.

The barriers to expanding preschool are: personnel, facilities, cost, and maintaining quality.

Personnel

According to the Hawaii Early Learning Assessment, even though most providers have a waitlist, 80% are not interested in expanding their operations, citing lack of facilities and the inability to hire key staff. The average salary for preschool workers in Hawaii is \$34,360, which compared to a DOE teachers' average salary at \$65,000.

According to HTSB data there are currently 500 licensed pre-school teachers in the DOE. There are only 26 pre-K **classrooms** operating in 24 DOE schools serving up to 520 4-year-olds according to 2019 data. In 2017-2018 the DOE hired over 650 elementary school teachers. In fact, over 37% of DOE teachers have a master's degree or higher, thus contributing to the quality of the teaching workforce. The problem is NOT that the department is unable to hire enough preschool teachers, but instead the problem is retaining them, and there is a bill in front of the legislature to help with retaining them.



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

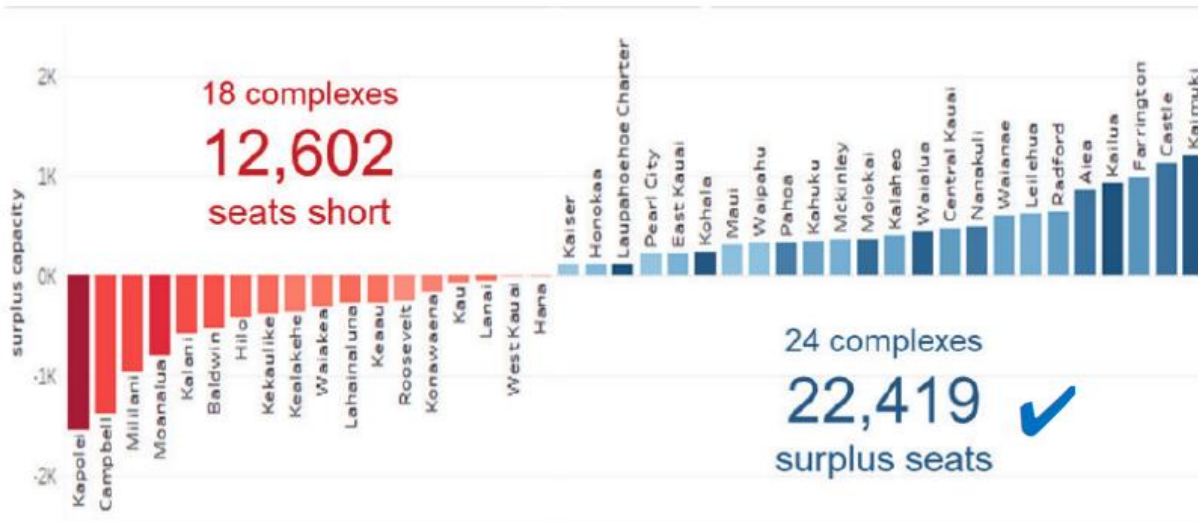
Facilities

Desired capacity: 20,639 (93%)
 Licensed capacity: 21,893 (87%)

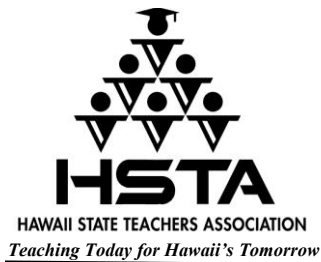
A survey sent out by the DOE to their Complex Area Superintendents stated that they already have 50 classrooms available right now for preschool classrooms. Accordingly, if you add the data from the recent Jacob’s Facility study on available DOE classrooms in the table provided below, there are other classrooms available too, if preschool classrooms become the priority and funding is provided to create preschool classrooms. Finally, in our public schools, if we utilize our existing SPED preschool classrooms that service 1,500 students with special needs, and instead of having these classrooms fully self-contained, they could be turned into inclusion classrooms with the proper supports needed, of course, you could expand the preschools seats available as well. Private preschools are almost full. In the Ka‘u area for example, there are six applicants for every one space available.

SOLUTION

Data from the HIDOE Facility Master Plan Final Report



BARRIER- Cost of Preschool



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

How much does it cost to send a child to preschool?

PRIVATE SECTOR

- \$8,928 per student per year [ages 3–4- PATCH 2018 ANNUAL REPORT]
- \$9,500 per student year [EXECUTIVE OFFICE ON EARLY LEARNING]
- \$12,000 per student per year [CIVIL BEAT]

PUBLIC SECTOR

\$134,000 per classroom

20 students

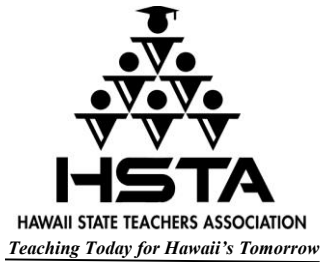
1 licensed teacher, 1 EA

Total: ~\$7,000 per student per year, but parents would not have to pay these funds out of pocket, instead they, along with all our community will pay taxes to support this investment in our future. Parents, especially those from low income, should not have to pay for preschool out of their pockets and by not offering public preschool, the state is practicing exclusion, as those in low income areas cannot afford private preschool.

Lastly, preschool teachers in the private sector are severely underpaid. To have a stable workforce, preschool teachers need to be paid a competitive wage, and although we still have a way to go to pay our teachers the salary they need to thrive in our state with its high cost of living, public preschool teachers are paid a significant amount more than the average of the pay offered at private preschools in Hawaii. The early childhood field is characterized by low pay and benefits, limited opportunity for career advancement, and a demoralizing lack of public regard for the dedication and professionalism of those who choose to be in this line of work. For example, almost half of childcare workers and one-third of preschool teachers nationwide earn so little that they must rely on financial benefit programs like food stamps or earned income tax credits (Whitebook, et al, 2016).

Public money should be going to the expansion of public preschools. If cost is the factor, start with preschools for 4 years olds across the state and later expand to the private sector for 3 year olds, as our public schools currently do not serve 3 year olds in early care.

In January of 2019 Governor Ige announced his plan for expanding public preschool. The proposal is to expand from 26 to 300 pre-K classrooms in 10 years is actually part of a working paper developed between the DOE, EOEL, State Public Charter School Commission and Kamehameha Schools. For the state to eventually



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Corey Rosenlee
President
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Vice President
Logan Okita
Secretary-Treasurer
Wilbert Holck
Executive Director

reach that number would require \$51 million in annual preschool operating costs, and about \$125 million for new facilities. We should continue with this plan to provide universal pre-schools for our 4 year olds. Private entities can invest in public preschools, or they can choose to expand 3-year-old programs in the private sector with their private dollars, but our public money should be going toward our public preschool expansion.

The Hawaii State Teachers Association also has believes that Section 10, 4b “**expansion of existing preschools**” may be unconstitutional in that the word expansion is unspecified and may be used to supplement private employees’ salaries with public funding.

Therefore, the Hawaii State Teachers Association asks your committee to **consider our comments, and make suggested amendments to ensure an expansion of public preschool for this bill.** It is more cost-effective and if followed, within 10 years we will have public preschool for all 4 year olds.



TESTIMONY TO THE COMMITTEE ON EDUCATION

Wednesday, March 11, 2020, 2:45 p.m.

State Capitol, Conference Room 229

**TO: The Honorable Michelle Kidani, Chair
The Honorable Donna Mercado Kim, Vice Chair
Members of the Committee**

TESTIMONY IN SUPPORT OF HB2543 HD1 RELATING TO ACCESS TO LEARNING

I am Peter Ho, Chairman, President and CEO of Bank of Hawaii, and appreciate the opportunity to offer testimony in support of HB2543 HD1 relating to access to learning. The purpose of this measure, among other requirements, is to expand the capacity, resources, affordability, and flexibility of childcare facilities licensed by the Dept. of Human Resources to significantly increase affordable and accessible childcare choices for Hawaii's families, especially those in financial need and in lesser-served areas of the state. It also seeks to offset the cost of living for Hawaii families by subsidizing both childcare and preschool and build the infrastructure and develop the resources necessary to achieve the objective of providing the capacity to serve fifty percent of all otherwise unserved children who are three to four years of age, or will not be at least five years of age on or before July 31 of the current school year, with access to learning by the year 2025, and providing the capacity to serve one hundred percent of those children within the same age group with access to learning by the year 2030.

Over the years, studies have consistently shown that participating in early learning opportunities leads to personal development and academic and career success. However, more than half of Hawaii's three- and four-year olds are not able to take advantage of early learning opportunities, in large part due to high costs and/or lack of convenient options.

As part of the legislature's overall 2020 joint legislative package, this represents a key element and innovative approach to support Hawaii's underserved families. As an employer of more than 2,000 employees across our state, we recognize the seriousness and urgency in addressing this pressing economic and social need.

I respectfully encourage your favorable consideration in advancing this measure. Again, thank you for the opportunity to testify on this matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Peter Ho'.



HAWAI'I COMMUNITY FOUNDATION

March 11, 2020

Senate Committee on Education
Hearing: 2:45 p.m., March 11, 2020
Hawaii State Capitol Room 229

Re: SUPPORT for HB 2543 HD1, Relating to Access Learning

Aloha Chair Michelle Kidani, Vice-Chair Donna Mercado Kim, and members of the committee:

The Hawaii Community Foundation supports House Bill 2543 HD1, relating to access learning. We recognize that problems that are big and complex require people from across all sectors who believe in the power of collective action to work together toward shared goals. Hawaii Community Foundation has identified the wellbeing and development of our children, birth through age five, as a critical community issue at the heart of strengthening Hawai'i's communities. Access to early learning programs can improve both short- and long-term benefits for children and families including stronger school readiness, performance in K-12 education, and on-time graduation rates.

Early learning programs build job readiness skills by encouraging skills like persistence, collaboration and problem solving as well as hard skills like early math and literacy. Hawai'i does not have enough childcare seats to serve our young child population. Hawai'i has only one seat available for every four children at its current capacity. That shortage is worse on neighbor islands. As wonderful as Hawai'i is, essential elements of our island home are not working well for everyone. According to the 2017 Aloha United Way ALICE Report, 48% of our residents are struggling to make ends meet. Expansion of childcare and early learning programs would remove some of the worry of juggling work and care for families with young children. It would also create more family choice and help to minimize the financial squeeze for families.

We stand ready to support professional growth opportunities to early care and education providers. Hawaii Community Foundation is implementing Promising Minds, a three-year initiative dedicated to improving early childhood behavioral health in Hawai'i by investing in the future of our keiki, especially those at-risk of trauma, abuse and neglect, or dealing with their aftereffects. Over the last year, we have engaged early childhood providers, including preschool teachers, in a community of practice to learn and adopt trauma-informed approaches; the program is a critical way to strengthen support to professionals that care for our young children.

Please advance this measure.



Aloha United Way

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

March 6, 2020

HB 2543, HD 1: Strong Support

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

Hearing: March 11, 2020; Hearing Time 2:45 PM; Conference Room 229

Aloha Chair Kidani, Vice Chair Kim and Committee Members:

Aloha United Way supports HB 2543, HD 1 which sets the important and bold goal of enrolling 100 percent of all three-, four- and late born five-year-old children in an early learning program by the year 2030. The Proposed HD1 would establish a cabinet-level Early Learning Coordinator who would lead and coordinate all childcare and early learning programs across the various departments and offices. This bill would also provide the financial resources and organizational changes to start fulfilling the vision of high-quality, affordable early education for all keiki.

The ALICE® Report, released by Aloha United Way in 2018, shows that 47% of Hawaii residents are not financially stable. ALICE is an acronym standing for Asset Limited Income Constrained Employed and the report provides insight into the plight of those living above the federal poverty level but below a self-sufficient income. Child care is a major expense for ALICE families. The monthly cost of child care is approximately the same as monthly rent – as a matter of fact, child care is more expensive the housing on Kauai and Hawaii Island. Universal early learning opportunities for our 3- and 4-year olds would provide our ALICE families a win-win-win. Child care costs would decrease, parents would be able work to add to family income and the children would benefit from the early exposure to learning which has been proven to increase long term educational achievement.

Early childhood learning is vital to the healthy development of all children, yet 54 percent of 3- and 4-year-olds in Hawai'i — approximately 20,000 keiki — are not enrolled in nursery school, preschool or kindergarten. Although efforts have been made to increase the availability of affordable preschools, at the current pace, it will take 47 years to ensure all of Hawai'i's children have access to early childhood learning. We must do better for our keiki – they are our future.

Finally, when combined with other pending legislation intended to stabilize the ALICE population, the cumulative effect will be a substantial increase in the financial health of our community.

Thank you for the opportunity to submit testimony. We urge your favorable consideration of HB 2543, HD 1.

Sincerely,

Norm Baker
Interim President & CEO

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

Committee on Education
Senator Michelle Kidani, Chair
Senator Donna Mercado Kim, Vice Chair

March 11, 2020

Dear Kidani, Vice Chair Kim, and Committee Members,

This testimony is submitted in **support of HB2543, HD1.**

HE'E Coalition strongly supports the bold vision of building the infrastructure and resources to achieve the goal of providing all three, four, and late-born five-year-old children in the state access to learning by the year 2030.

Many of our families who want to have their children engage in learning opportunities prior to kindergarten are simply not able to afford it. Not only do children enter the K-12 system with less experience and readiness compared to those who receive early learning opportunities, but parents and family members forgo work and income opportunities so that they can care for their children.

Children entering kindergarten without readiness often struggle and have difficulty keeping up. We see this manifested in the large, persistent achievement gap, which has troubled our system for decades. As staunch advocates of equity in education, HE'E continues to stand up for and support our high-needs students. Providing children access to early learning opportunities, which allows for building readiness for the K-12 system, is one element that we feel would greatly impact our children's futures in the school system and beyond. We thank the legislative and executive branches for this focused attention on our children and for taking a comprehensive, multi-pronged approach to helping our working families.

Hui for Excellence in Education, or "HE'E," promotes a child-centered and strength-based public education system in which families, communities and schools are valued and empowered to help every student succeed. HE'E works to bring diverse stakeholders together to harness collective energy, share resources, and identify opportunities for progressive action in education.

Thank you for the opportunity to testify. Our support represents a 75% consensus or more of our voting membership.

Sincerely,

Cheri Nakamura
HE'E Coalition Director



Academy 21
After-School All-Stars Hawai'i
Alliance for Place Based Learning
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
Coalition for Children with Special Needs
Education Institute of Hawai'i
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
Harold K.L. Castle Foundation
*HawaiiKidsCAN
*Hawai'i Afterschool Alliance
*Hawai'i Appleseed Center for Law and Economic Justice
*Hawai'i Association of School Psychologists
Hawai'i Athletic League of Scholars
*Hawai'i Charter School Network
*Hawai'i Children's Action Network
Hawai'i Education Association
Hawai'i Nutrition and Physical Activity Coalition
* Hawai'i State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii

Kamehameha Schools
Kanu Hawai'i
*Kaua'i Ho'okele Council
Keiki to Career Kaua'i
Kupu A'e
*Leaders for the Next Generation
Learning First
McREL's Pacific Center for Changing the Odds
Native Hawaiian Education Council
Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i
Punahou School PUEO Program
*Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education
YMCA of Honolulu

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



KAMEHAMEHA SCHOOLS®

Senate Committee on Education

Time: 2:45 PM
Date: March 11, 2020
Where: Conference Room 229

TESTIMONY

By Jack Wong, CEO

RE: **HB 2543, HD1, Relating to Access to Learning**

E ka Luna Ho‘omalua Kidani, ka Hope Luna Ho‘omalua Kim, a me nā Lālā o ke Kōmike Ho‘ona‘auao o ka ‘Aha Kenekoa, aloha! My name is Jack Wong, and I serve as the Chief Executive Officer of Kamehameha Schools.

Kamehameha Schools **SUPPORTS** HB 2543, HD1.

Collectively, we harbor a shameful truth in education:

- **We know early learning education is important.**
There is no debate. We know it from the research, which has shown time and again that early learning is critical for brain development, life and family success, and community well-being. And, we know it from our hearts – if we can find a way, we send our own keiki to an early learning program.
- **We know here only the wealthy can fully afford early learning education.**
We have a state system dominated by private providers and tuition-based programs, which requires families to dip into strained household budgets or work to find financial aid. There is a shortage of preschool seats (*1 seat for every 2 keiki*) and hardly any public seats (*2.3% of 4-year olds; <1% of 3-year olds*), and the cost of private seats is prohibitive for many (*avg. \$9,600/yr*). This works for some. The rest struggle or are left out (*46% of the 36,000 3 and 4-year olds do not attend preschool, or 16,500 keiki*).
- **Yet, we have no plans to fix this problem anytime soon.**
There have been many good, well-intentioned plans to change the system; yet there is an abundance of acceptance that the pace of change must be slow, that we can only do so much, and that we think we can explain to our keiki in this generation – and probably in the next one – that they will just have to wait and start off behind. The adults in the room could not come together to find sustainable solutions, funding, teachers, classrooms, etc.

This is what social injustice looks like and how it is enabled.

This is why we eagerly support HB 2543. We appreciate that the Governor, House, Senate, and others have affirmed the urgency and magnitude of this injustice and are committed to fully and finally eliminating the gap, the largest inequity in education. This is landmark legislation.

At Kamehameha Schools, we believe in early learning education for all Native Hawaiian keiki. Every year, we educate 1,600 keiki at our 29 preschools (with 79% of our keiki on financial aid); provide scholarships to another 2,400 keiki at other private preschools; and support another 4,800 keiki through partnerships with public and private preschools, family-child interaction learning centers and other early learning programs. In sum, every year, we spend \$50 million in our communities to assist over 8,800 keiki start their journey. Yet, despite our efforts and the efforts of others, there are still many Native Hawaiian keiki who do not get a fair start.

To the ends of equity and justice, we believe the only sustainable solution is a universal public preschool system that affords all keiki, Hawaiian and non-Hawaiian, wealthy and non-wealthy, with free, quality, public early learning programs. HB 2543 moves us in this right direction, with a clear commitment to solve it within 10 years.

We are told there will be many obstacles for this Bill and that many will argue it is imperfect. We agree, AND we support it, anyway.

The goal is more than worthy. We hope the State will build on it by articulating a governance structure that clearly designates, empowers, and holds accountable state early learning leaders to develop and implement plans that identify public early learning sites, allows for mixed-delivery methods, recruits and retains teachers, and provides for sustainable funding.

We are committed to the goal, to working with the State and others to improve this Bill, and to supporting the build out of a public preschool system that serves Native Hawaiian keiki.

We humbly appreciate the opportunity to support this Bill, HB 2543, HD1.

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. Mahalo nui.



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

From: Head Start Association of Hawaii

Date: March 11, 2020; 2:45 p.m., Conference Room 229

RE: TESTIMONY SUPPORTING THE INTENT OF HB 2543 HD 1 WITH COMMENTS— RELATING TO ACCESS TO EARLY LEARNING

We support the intent of HB 2543 HD 1 which seeks to build the infrastructure and develop the resources necessary to achieve the objective of providing the capacity to serve fifty per cent of all otherwise unserved children who are three to four years of age with access to learning by the year 2025, and providing the capacity to serve one hundred per cent of those children within the same age group with access to learning by the year 2030. We agree with expanding access to high-quality early learning programs to meet the needs of thousands of keiki who currently aren't being served. We thank the legislature for recognizing that early care and education are critical pieces for long-term child, family and community success. We respectfully defer to each Departments' position on the appropriate governance structure to ensure successful collaboration amongst each agency and effective implementation.

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 learning and the need for ongoing training and professional development. There are many effective early learning models and providers across our state who are ALL critically important for reaching the ambitious goal of serving our un-served 3- and 4-year-olds by 2030.

We support increased access to early learning and want to highlight that:

- Head Start/Early Head Start provides access to the highest quality early learning for keiki and families with the highest need; at or below 100% federal poverty level.



- 54% of eligible children ages 3-5 currently have access to Head Start.
- Nearly 3,000 children in Hawaii are served by Head Start/Early Head Start programs.
- Head Start/Early Head Start programs generate \$29,000,000 in federal funds for Hawaii annually, which represents one of the largest sources of dedicated early learning funding for those most in need.
- 630+ jobs are created through Head Start/Early Head Start programs and over 160+ parents receive job training annually through the Head Start/Early Head Start programs.
- Head Start/Early Head Start providers continue to rely on strong partnerships with the Department of Education, Executive Office of Early Learning and the Department of Human Services as well as other community partners.

We are concerned about the additions requiring accreditation made in HD 1 (Part III, page 15-16), which will, in fact, decrease access for children and families instead of increasing access as is the bill's intent. Requiring accreditation would significantly restrict access for children and families benefiting from the Preschool Open Doors program.:

- The section on "Preschool open doors program; provider accreditation" will work counterproductive to the intent of the bill if accreditation is required. There are currently 468 accredited group childcare facilities and 959 licensed but non-accredited group childcare facilities. Accreditation is one measure of quality. Programs like Head Start follow national best practice and adhere to other quality measures using accountability systems that measure early childhood education quality and provide supports for continuous program improvement in areas such as child development outcomes and school readiness. One of the quality measures based on the quality of teacher-child interactions is the [Classroom Assessment Scoring System \(CLASS\)](#)¹, an observation tool that has been consistently linked to children's positive development. Head Start has often been lauded as a model for high-quality early learning because of its high standards and measures of quality and many of our families also benefit from the Preschool Open Doors program.

In addition, we offer the recently published document from the National Head Start Association, "State Investments in Head Start to Support At-Risk Children and Families" (attached), as an example of the various ways that 14 other states have leveraged funding and increased state dollars to expand Head Start services and fill critical services gaps for the most at-risk children and families. While we know there are obvious barriers to these models in

¹ <https://teachstone.com/class/>



Hawaii, we do believe that taking a close look at what is possible can help us to work towards creating a fully-funded, high-quality, mixed-delivery early learning system that will ultimately best serve our keiki, families and community.

We also offer the following comments and encourage thoughtful consideration for the implementation plan, which will be critical to the successful implementation of increasing early learning access. We want to encourage that emphasis and priority be placed on the following:

- **Preserving the long-standing programs & Federal funding** already serving communities, like Head Start/Early Head Start, that enables us to serve our keiki.
- **Coordinating enrollment** to ensure that programs are not “competing” to serve the same pool of keiki and families. Income-eligibility should be taken into consideration because Head Start/Early Head Start programs have a requirement to serve families at or below 100% FPL and are required to maintain ongoing waitlists at each site. Head Start/Early Head Start’s comprehensive services (i.e. health, home visits, family engagement, parenting support, etc.) are essential, especially for our most vulnerable keiki. It will be important to be mindful of this, particularly during rapid expansion, to minimize unnecessary threat to already existing programs and/or unintended negative consequences to children.
- **Assessing appropriate community need.**
 - Preference should be given to filling currently unfilled early learning seats before new programs are initiated and/or constructed.
 - Current programs should not be displaced. Displacing programs could jeopardize funding, quality outcomes and potentially reduce (instead of increase) access.
 - Rural and isolated communities have additional barriers to access to care, such as transportation, that needs to be considered as part of the expansion plan.
- **Addressing the early childhood workforce shortage and building a workforce pipeline** will be a critical component. Coordination, collaboration and innovation will be needed to effectively staff a rapid expansion of programs with highly qualified staff.
- **Providing stable long-term funding** to ensure that we can effectively build and maintain a state-wide early learning structure that supports our keiki and families for the long haul.

We thank the legislature for recognizing the importance of placing a critical focus on increasing access to high-quality early childhood education. Hawaii will not be able to adequately provide high-quality early learning opportunities without the support and collaboration of many partners including but not limited to the Hawaii State Legislature, Hawaii’s business community,



EOEL, Department of Education, Department of Human Services, Charter School Commission, Head Start and Early Head Start providers, Private preschool providers, and the many others who provide care for our keiki every day.

Thank you for the opportunity to provide comments on **HB 2543 HD 1**.

Head Start Association of Hawaii

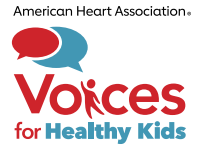
- Child & Family Service
- Family Support Services of West Hawaii
- Honolulu Community Action Program
- Maui Economic Opportunity
- Maui Family Support Services
- Parents And Children Together



Head Start gives young children from at-risk backgrounds the skills they need to be successful.



American Heart Association



State Investments in Head Start to Support At-Risk Children and Families

More Important Than Ever

Children in Poverty and Access to Head Start

While Head Start programs serve over one million children and families each year in all 50 states, millions of others are left out due to limited funding.



Only **36%** of eligible children ages 3-5 had access to Head Start.



Only **11%** of eligible children under 3 had access to Early Head Start.

States are facing a rising crisis of at-risk young children and families.¹ In 2017, foster care caseloads rose in 39 states. Family homelessness is a persistent problem, especially in high market cities and states, with families making up one-third of the homeless population.² The opioid crisis has contributed to new cases of childhood trauma³—a condition already greater than two times more elevated among children living in poverty.⁴

There is a **ready-built solution** to supporting at-risk children and families that has been embraced by 14 states: local Head Start and Early Head Start programs.

Collectively, in their most recent budgets, state lawmakers have directly committed over \$400 million in state funding to expand Head Start to greater than 25,000 children ages birth to five, filling critical services gaps for at-risk children and families.

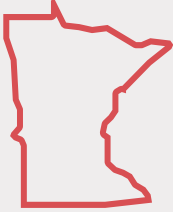
Can your state do more?

Head Start: A Community-Based Birth-to-5 Solution for At-Risk Families

Operated by over 1,600 community partners in all 50 states, Head Start and Early Head Start (collectively referred to as “Head Start”) are comprehensive birth to five programs specifically designed to strengthen families, promote school readiness, and improve child health. They specialize in serving the complex needs of young children and families in poverty, children with disabilities (132,000 in the past program year), children in foster care (26,000) or experiencing homelessness (47,000), among other challenging circumstances.⁵

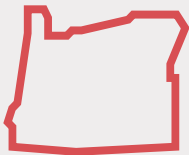
A Little State Funding Goes a Long Way: 5 State Examples

Whether they commit to \$3 million or \$25 million each year, 14 states are directly investing state funds in Head Start to improve outcomes for at-risk children and families. Here are five state examples that illustrate how a little extra funding for Head Start can go a long way in improving equity and opportunity for at-risk children and families.



1. **Minnesota:** Expanding Access for Infants and Toddlers

Recognizing a lack of high-quality infant and toddler care throughout the state, Minnesota invests just over \$25 million each year (\$50 million over two years) to expand access to Early Head Start (and Head Start) for at-risk children, including tribal and rural communities. In the most recent year, 1,078 infants and toddlers were served with state funding.



2. **Oregon:** Building a Pre-K System on Head Start

Oregon has built their well-regarded Oregon Prekindergarten (OPK) program on Head Start. Three-fourths of grantees are federal Head Start programs and they follow Head Start's performance standards. In the coming two years, they have budgeted to invest just over \$200 million in OPK to serve over 7,500 low-income and at-risk children. Given the success of this model, lawmakers just decided to invest over \$24 million in Early Head Start in the state.



3. **Maryland:** Meeting the Needs of Working Families

Maryland has committed \$3 million with a focus on expanding the number of hours and days children are able to access Head Start. By extending the duration of Head Start services, Maryland helps 2,300 children and is better able to meet the needs of working families, providing their children with high quality care while they pursue education and work goals.



4. **Missouri:** Improving Child Care Quality

Over a decade ago, Missouri saw a need to improve the quality of care for infants and toddlers. Today, \$6 million in state funding annually supports partnerships between Early Head Start programs and local child care providers to help 444 children and families, especially children with incarcerated parents, children with disabilities and pregnant women. The funding not only directly benefits 444 children, it creates a ripple effect that improves the overall quality of care for the other children in the supported child care classrooms.



5. **Massachusetts:** Supporting Teacher-Child Relationships

Lawmakers recently dedicated \$12 million in state funding to support higher teacher salaries and help programs meet their federally-required 20% funding match. Supporting the Head Start workforce benefits children and families by creating more stable and caring adult-child relationships in the classroom.

1. ChildTrends, "[In 2017, the rate of children in foster care;](#)" 2. The National Alliance to End Homelessness, "[Children and Families;](#)" 3. The National Child Traumatic Stress Network, "[Child Trauma and Opioid Use: Policy Implications;](#)" 4. ChildTrends, "[Adverse Childhood Experiences;](#)" 5. The National Head Start Association, "[2017 National Head Start Profile.](#)"

States Invest Over \$400 Million to Support More Vulnerable Children

Expanding Access to Head Start Programs

State	Head Start (HS) Funding	Early Head Start (EHS) Funding	Additional HS Children Served	Additional EHS Children Served
Alabama	\$4.34 million	—	1,728	—
Iowa	—	\$574,500	—	58
Maine*	\$3.1 million		208	—
Minnesota*	\$50.2 million		1,202	1,078
Oklahoma	\$13.72^		Not collected	2,830
Oregon*	\$200.82^^	\$24.05 million	7,570^^^	64^^^
Pennsylvania	\$64.18 million	—	7,192^^^^	—
Rhode Island	\$1.19 million	—	130	—
Wisconsin*	\$6.26 million		598	

Improving Quality of Head Start Programs

State	Head Start (HS) Funding	Early Head Start (EHS) Funding	Additional HS Children Served	Additional EHS Children Served
Connecticut*	\$5.08		320	24
Maryland	\$3 million	—	2,324	—
Missouri	—	\$6 million	—	444

Matching Federal Support of Head Start Programs

State	Head Start (HS) Funding	Early Head Start (EHS) Funding	Additional HS Children Served	Additional EHS Children Served
Alaska	\$6.85 million	—	136	—
Massachusetts	\$12 million		—	—

25,906

Additional Children Served

*Five of the 13 states budget biennially and their totals reflect two years of support.

^ Oklahoma directly invests \$1.75 million in Head Start programs through a line-item and \$12 million in Early Head Start through a public-private partnership, the Oklahoma Early Childhood Program.

^^ Reflects the entire allocation for Oregon Prekindergarten (OPK) funds; of the 28 OPK grantees, 21 are Head Start programs and all grantees follow Head Start guidelines.

^^^ Reflects 2019-2020 service numbers. In that program year, Early Head Start funding was \$853,761.

^^^^ Reflects the number of children served in the year prior, 2018-2019, with \$59.18 million in funding.

Head Start programs are proven models of success. They require minimal additional oversight, as they already comply with rigorous federal performance and budget standards.

Multi-Generational Impact of Head Start on Families



Stronger Families

Families in Early Head Start have more positive parent-child relationships, more stable and healthy homes, and less child welfare involvement.



Improved Health

Head Start children are more likely to have hearing and vision screening, be covered by health insurance, receive dental care and be immunized.



Economic Self-Sufficiency

In the most recent program year, more than 128,000 Head Start parents advanced an educational level and over 67,000 received job training.

To view this research on the benefits of Head Start, please visit NHTSA's Resources at go.nhsa.org/hsa.

Ready to Serve, Easy to Fund

The 14 states that support Head Start lean on this infrastructure:

- Minnesota offers a cost-per-child level of support that reflects federal rates.
- State grantees in Alaska remain eligible for funding if they are in good standing federally.
- Iowa, like many other states, has modest application and data collection requirements.

Most states support Head Start through general funds, but a few states access other revenue:

- Maine directs a portion of their tobacco settlement funds to support Head Start.
- Oklahoma invests in Head Start through their Department of Commerce budget.
- Oregon lawmakers issued a new business sales tax to fund new education investments.

State Snapshot on Idaho



With support from the [Voices for Healthy Kids initiative](#), the Idaho Head Start Association's Head Start, Healthy Start campaign for state Head Start funding has placed a focus on the program's positive impact on literacy—a policy priority of the Governor—and family strengthening.

How Your State Can Help Close the Gap for At-Risk Kids

Persistent childhood poverty, paired with rising rates of foster care and other factors make Head Start and Early Head Start more important than ever as a tool to help at-risk children and families. Thanks to state-level support of over \$400 million, Head Start programs are directly reaching greater than 25,000 additional at-risk children and families and indirectly improving the lives of thousands more through Head Start's ripple effect. Community-based and proven to work, Head Start and Early Head Start programs are ready to help more at-risk children and families in your state.

For more information, contact Kent Mitchell, NHTSA's Director of State Affairs, at kmitchell@nhsa.org.



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: Senator Kidani, Chair
Senator Kim, Vice Chair
Senate Committee on Education

Re: HB2543 HD1- Relating to access to learning
Hawai'i State Capitol, Room 229
2:45 PM, 3/11/2020

Chair Kidani, Vice Chair Kim, and committee members,

Thank you for the opportunity to provide testimony on the historic joint package. We appreciate the focus and support working families of Hawai'i are receiving this session. **On behalf of Hawaii Children's Action Network Speaks!, we are writing in support of HB 2543 HD1, with the following amendments:**

- The Preschool Open Doors Program providers should not be required to seek accreditation. Accreditation should be voluntary and if the state would like more accredited providers, the Department of Human Services should provide resources, both guidance and monetary, to assist in gaining and maintaining accreditation.
- Preschool Open Doors and the Child Care Connection subsidy program should revise their rates every three years, in accordance with the federally required market rate survey.
- The Coordinator should focus on 1) data collection between all entities and 2) supporting private providers if accreditation is required
- Fund the Executive Office on Early Learning's budget request

Additionally, we encourage the committee to look at amending HRS 27-07 for a comprehensive data sharing agreement between all entities involved in the proposal.

Preschool Open Doors

Preschool Open Doors is a child care subsidy program for children who will enter kindergarten the following year. The program has an eligibility limit and currently, families earning over 250% of the federal poverty level are ineligible. POD has not updated its income limits since 2013. To keep the value of the subsidy current, the bill should be amended to include language requiring DHS to amend its income limits and rates for POD and the Child Care Connections program every three years, which is the current schedule the federal government requires the department to conduct a market survey.

Early Learning Coordinator

If the committee keeps the language creating an Early Learning Coordinator position within the Governor's office, the Coordinator's position should focus on areas where increased coordination is necessary, like data



— H a w a i i —
Children's Action Network Speaks!
Building a unified voice for Hawaii's children

collection. The Coordinator should work with existing data structures and expand on how information is collected, analyzed, and distributed.

Accreditation can be a path towards creating a quality program, but it is not the only way. Serious consideration to keeping the accreditation language should be given, considering the potential negative impact it could have on providers and the availability of seats. Accreditation is costly and time-consuming and there is no support to assist providers through the process. The Coordinator could play an important role if designated as the entity responsible for assisting accreditation.

We appreciate the bold vision and the partnership between all stakeholders this year and the years to come. It will take all of us working together to succeed in getting every 3 and 4 year old access to learning.

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

Testimony of
Pacific Resource Partnership

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Donna Mercado Kim, Chair

HB 2543 HD1 Relating to Access to Learning

Wednesday, March 11, 2020
2:45 P.M.
Conference Room 229

Aloha Chair Kidani, Vice Chair Kim, and Members of the Committees:

Pacific Resource Partnership (PRP) writes in **strong support** of HB 2543 HD1, which represents a collective effort by government and community stakeholders to establish the goal of providing all children who are 3 to 4 years old, or will be eligible for kindergarten within two years, with access to learning through an early learning program.

Providing an early learning education for all of Hawaii's children will benefit society-as-a-whole. Establishing a universal preschool program demonstrates that Hawaii, its elected leaders and residents are committed to and looking after the needs of everyone, including below average-income households and average-income households. Early childhood education should be available to all children in Hawaii.

Given the above, PRP respectfully requests that the Committees support this important legislation that will provide more opportunity for our Keiki. Thank you for this opportunity to submit written testimony.



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

Date: March 11, 2020 at 2:45pm Conference Room 229

RE: **Support for HB 2543; Relating to Early Learning**

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 strongly supports the bold vision of HB 2543 with comments.

Early learning opportunities provide foundational support keiki need to be successful in future years of schooling and well into adulthood. In addition, child care and early learning programs help benefit working families and have been linked with lower employee absenteeism and higher rates of productivity in the workplace. Currently, many working families have a difficult time finding safe and affordable child care for their keiki.

We appreciate the legislature's consideration of previous testimony and recommendations. The following are comments and recommendations for categories currently included in HB 2543 HD 1:

- **The standardized assessment for students entering kindergarten.** The development of a student assessment within the DOE and Charter Schools is critical to gauge what types of supports are necessary to keiki's continued development and learning, and will help to strengthen the transition into kindergarten. We believe the kindergarten entry assessment should be administered within 30 days of the start of school and appreciate the explicit language in the bill requiring that appropriate data to be shared with all relevant departments and offices including, the Department of Education, the Executive Office on Early Learning, public charter school commission, the Department of Human Services, and the Early Learning Coordinator.
- **Early learning programs attendance disclosure.** The information collected through this disclosure process can help to identify areas with highest need and priority for child care and education expansion. Similarly, we believe data sharing between all departments will strengthen collaborative efforts and ensure that decisions are data-informed.
- **Special funds.** We appreciate the legislature's efforts to attach special funds dedicated to increase access to child care and education programs. Regarding the Preschool Grant Program Special Fund, we recommend language be added to allow the department to award grants to

home-based registered providers. Regarding the Early Learning Special Fund, we recommend adding language that would allow the EOEL to provide funds to Family Child Interaction Learning Programs.

- **Preschool open doors program; provider accreditation.** Accreditation is a voluntary process designed to improve the quality of programs. Although accreditation is one pathway to achieve quality, it is not the sole pathway. We recommend the legislature remove this section. In its current form, the preschool open doors subsidy provides a higher reimbursement rate for accredited programs, which also helps those programs offset the additional (high) costs of establishing and maintaining accreditation. We recommend leaving the preschool open doors program reimbursement rates intact and not requiring providers to become accredited in order to receive POD funds.
- **The Early Learning Coordinator.** We recommend providing more clarity on the role of the Early Learning Coordinator, how the Coordinator shall collaborate with and/or intersect with the DHS, EOEL, DOE, and Public Charter School Commission and whether the position will be term limited.

The following are comments and recommendations we believe are necessary to support the implementation of the bill:

- **Require an Environmental Scan.** To ensure the addition of new slots and avoid the displacement of existing slots, a thorough needs assessment by zip code should be conducted in the first year. The scan will inform infrastructure builds, workforce development and program implementation, ensuring the success of the bill.
- **Support the Workforce.** Many existing early care and learning programs struggle to find qualified staff. Currently, the bill does not address this issue. For the state to achieve a high-quality early care and learning system that meets the needs of keiki and 'ohana, we must develop the early learning workforce.
- **Language clarification.** In all instances where "department" or "board" is mentioned, we ask the department and board to be specified.
- **Timeline.** We recommend the effective date be reverted back to 2021-2022 to allow more time for coordination among entities and for implementation planning.
- **Appropriations.** We recommend specifying the amount of appropriations.

We appreciate the legislature's efforts to improve access to child care and early learning programs. High quality early learning opportunities are a public good: they support healthy early development, families' economic wellbeing, and thriving communities. We respectfully urge the committee to support HB 2543 HD 1 with consideration for the comments provided. Mahalo nui loa for the opportunity to provide testimony.

March 9, 2020

Support: HB 2543, HD 1: Strong Support

Senator Michelle N. Kidani, Chair, Committee on Education

Senator Donna Mercado Kim, Vice Chair, Committee on Education

Hearing: March 11, 2020; Hearing Time 2:45 PM; Conference Room 229

Goodwill Hawaii supports HB 2543, HD 1 which sets the important and bold goal of enrolling 100 percent of all three-, four- and late born five-year-old children in an early learning program by the year 2030. The Proposed HD1 would establish a cabinet-level Early Learning Coordinator who would lead and coordinate all childcare and early learning programs across the various departments and offices. This bill would also provide the financial resources and organizational changes to start fulfilling the vision of high-quality, affordable early education for all keiki.

The ALICE® Report, released by Aloha United Way in 2018, shows that 47% of Hawaii residents are not financially stable. ALICE is an acronym standing for Asset Limited Income Constrained Employed and the report provides insight into the plight of those living above the federal poverty level but below a self-sufficient income. Child care is a major expense for ALICE families. The monthly cost of child care is approximately the same as monthly rent – as a matter of fact, child care is more expensive the housing on Kauai and Hawaii Island. Universal early learning opportunities for our 3- and 4-year olds would provide our ALICE families a win-win-win. Child care costs would decrease, parents would be able work to add to family income and the children would benefit from the early exposure to learning which has been proven to increase long term educational achievement.

Early childhood learning is vital to the healthy development of all children, yet 54 percent of 3- and 4-year-olds in Hawai'i — approximately 20,000 keiki — are not enrolled in nursery school, preschool or kindergarten. Although efforts have been made to increase the availability of affordable preschools, at the current pace, it will take 47 years to ensure all of Hawai'i's children have access to early childhood learning. We must do better for our keiki – they are our future.

Finally, when combined with other pending legislation intended to stabilize the ALICE population, the cumulative effect will be a substantial increase in the financial health of our community.

Thank you for the opportunity to submit testimony. We urge your favorable consideration of HB 2543, HD 1.

Sincerely,
Laura Smith
President/CEO

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PARTNERS IN DEVELOPMENT
FOUNDATION

March 9, 2020

The Honorable Michelle Kidani, Chair
The Honorable Donna Mercado Kim, Vice Chair
Senate Committee on Education
State Capitol
Honolulu, HI 96813

RE: Hearing on Wednesday, March 11, 2020 at 2:45 p.m., Conference Room #229
Regarding HB 2543, HD1, "A Bill for an Act Relating to Access To Learning"

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

I ask that you **strongly support HB 2543, HD1** to support access to early learning programs in preparation for kindergarten and future school success.

Since 1997 Partners in Development Foundation, a 501(c)(3) nonprofit public charity has served over 110,000 of at-risk children and families through its nine programs across the state. PIDF has invested heavily in early learning support through its three major family child interaction learning programs Ka Pa'alana Homeless Family Education, Tūtū and Me Traveling Preschool and Nā Pono No Nā 'Ohana Family Education since 2001 impacting thousands of 0-5 year olds and their caregivers in order to equip these children and families for school success.

The most recent data collected by the State of Hawai'i Department of Education (2013-2014) revealed that **only 10.7%** of children entering kindergarten displayed the skills and characteristics necessary for success in school life. This bill will help to provide the many services for those most needy to positively impact our state. **Therefore, I humbly and strongly ask that you support HB 2543.**

Me ke aloha,

Jan E. Hanohano Dill
President

Serving Hawai'i's Families, Living Hawaiian Values



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

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

DATE/LOCATION: March 11, 2020; 2:45 p.m., Conference Room 229

RE: TESTIMONY SUPPORTING THE INTENT OF HB 2543 HD 1 WITH COMMENTS—RELATING TO ACCESS TO EARLY LEARNING

We support the intent of HB 2543 HD 1 which seeks to build the infrastructure and develop the resources necessary to achieve the objective of providing the capacity to serve fifty per cent of all otherwise unserved children who are three to four years of age with access to learning by the year 2025, and provide the capacity to serve one hundred per cent of those children within the same age group with access to learning by the year 2030. Early care and learning is a critical need in Hawaii and moving forward it will be important to expand access with a focus on making sure that all keiki have access to a mixed delivery system that offers high-quality early care and learning opportunities. While this bill focuses on 3 and 4 year-olds, we appreciate that it also recognizes the importance of the hard work that has been done to create the State's early childhood state plan and the inclusion of the entire birth – five spectrum, which is the most critical time in a child's development.

We defer to each Departments' testimony on what the best structure for governance and oversight would be for this initiative moving forward.

As a provider of Head Start and Early Head Start (HS/EHS) programs on Oahu and Hawaii Island we understand the importance of having administrators and staff 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, models of care, structures and strategies that address the needs of our youngest learners.

We wholeheartedly appreciate and support increased access to high-quality early learning in the state of Hawaii and are hopeful for the possibilities that this bill brings. We support:

- **Increasing access** to serve un-served children.
- **Focusing on quality** during rapid expansion. As a provider of Head Start/Early Head Start services, we want to highlight that HS/EHS is an evidence-based model that provides a framework for the highest-quality early learning coupled with supportive, effective family engagement services. HS/EHS provides access to the highest quality early learning for keiki and families at or below 100% federal poverty level.
- **Focusing on workforce development** to keep up with rapid expansion. Creating a pipeline, recruitment, retention and professional development training will require a significant investment. We know firsthand that it is challenging to recruit and retain qualified early learning staff.
- **Cross-sector, cross-organizational and cross-departmental collaboration** which will be necessary to meet the ambitious goal of serving all un-served 3- and 4-year-olds by 2030. As a provider of HS/EHS services, we know the critical importance of working together with DOE, DHS, EOEL and other community partners (both private and public) to create and make successful early learning opportunities in communities possible.

We have concerns and comments regarding the:

- **Accreditation requirement** mentioned in Section III, pages 15-16, which will work counterproductive to the purpose of the bill which is to create MORE access. Instead, accreditation requirements will limit access and choice for families. Currently 468 group childcare facilities currently have accreditation compared to the 959 group childcare facilities and 9 group childcare homes who are currently providing care. Accreditation is not the only measure of quality and if our intent is to INCREASE access for children and families, the accreditation requirement will be a barrier to increasing access.

We encourage the legislature and planning partners to strongly take into consideration the following, which will be critical to the successful implementation and meeting the needs of our families and communities:

- **Community Need & Coordinating Enrollment To Avoid Displacement:** While the intent is to increase access, any disruption to current relationships could actually cause a reduction in service levels for children and families in communities of highest need. For example, displacement of Head Start classrooms from DOE campuses could cause a reduction in the number of children served and/or the intensity of services received especially for those who need the wrap-around services and holistic care (i.e. medical/dental, parenting support, family goal planning, etc.) that HS/EHS provides. HS/EHS programs are required to keep a waitlist and, in some communities, these waitlists are not full. Creation of new programs in the same areas would jeopardize current HS/EHS programs and the Federal funding that these programs bring to our communities. Community assessments will be critical to determining what services are

already currently being provided, what is the current need, and where new locations should be opened.

- **Workforce Shortage and Need For Workforce Development:** Many of the early learning programs across the State already face a workforce shortage and difficulty in finding qualified staff, especially in more rural areas. Pay for early learning teachers, comparative to the work they do in setting a successful foundation for our children, is dismally low. It will be critical to work collaboratively to create early learning workforce pipelines and provide funding and opportunities for training and ongoing professional development. (SB 2052 and HB 2094 both help to address one part of the workforce need. It would be beneficial to consider expanding both bills to include teachers who work at any early learning program licensed by the State/DHS.)

In order to be able to reach and serve all our keiki, it is critically important that we continue to support a mixed delivery system that includes all early learning providers in the discussion of expansion—the State, Head Start and Early Head Start providers, Charter Schools, Family Child Care Homes, Home Visiting providers, 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 \$29,000,000 in Federal Head Start Funds come to Hawaii, which currently represents one of the largest sources of dedicated early learning funding for those most in need. 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 provide testimony in support of **HB 2543 HD 1**, please contact me at (808) 847-3285 or rkusumoto@pacthawaii.org if you have any questions.

Wednesday, March 11, 2020 at 2:45 PM
Conference Room 229

Senate Committee on Education

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

From: Michael Robinson
Vice President, Government Relations & Community Affairs

**Re: Testimony in Support of HB 2543, HD1
Relating to Access to Learning**

My name is Michael Robinson, Vice President, Government Relations & Community Affairs at Hawai'i Pacific Health. Hawai'i Pacific Health is a not-for-profit health care system comprised of its four medical centers – Kapi'olani, Pali Momi, Straub and Wilcox and over 70 locations statewide with a mission of creating a healthier Hawai'i.

I write in **support of HB 2543, HD1** which proposes initiatives to advance the necessary goal of providing early learning access to unserved keiki of three to four years of age, and to include those of five years of age that are ineligible to enter kindergarten by 2030.

The lack of accessible early learning programs is the largest inequity in Hawai'i's educational system, and a major contributing factor to multigenerational, socioeconomic inequity. Research found that the cost of full-time, year-round childcare can exceed \$9,600 annually, which is an unaffordable burden to many struggling families, including working families. Research also shows that more than eighty-five percent of brain development occurs from the time of birth to the age of five, and students who attend preschool are more likely to graduate from high school and college. However, according to the 2017 Hawai'i Early Learning Needs Assessment, there remains a shortage of early learning options with only 1 licensed seat for every 4 children under the age of six.

HB 2543, HD1 provides an equitable start for all our keiki and offers an early investment in their educational and lifelong success. We recognize and appreciate the efforts many have put into this endeavor over the years. We are pleased that access to early childhood learning is finally moving closer toward being a reality, and look forward to supporting the effort as this program is implemented. This is a good step in the right direction.

Thank you for the opportunity to testify.



96 Pu'uhonu Place
Hilo, HI 96720
(808) 935-4304
(808) 969-7512
ahapunanaleo.org

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

Date: Wednesday, March 11, 2020
Time: 2:45 P.M.
Place: Conference Room 229

Testimony of 'Aha Pūnana Leo
A 501(c)(3) Educational Organization
Dedicated for over 35 Years to the Revitalization of the Hawaiian Language

Ka Papa Alaka'i
Board of Directors

Kauanoë Kamanā
Pelekikena

'Alohilani Rogers
Kākau'Ōlelo

Larry Kimura

William H. Wilson

Ki'ope Raymond

Huilau Wilson

Keawe Lopes

Ka Luna Ho'okele
Chief Executive Officer

Ka'iulani J.K.N. Laehā

Ka Luna Ho'okō
Chief Operating Officer

K. Sean Kekina

Nā Papahana
Pūnana Leo
Pūnana Leo Programs

Aukukui

Hale Kīpa 'Ōiwi

Kula Kamali'i

Pūnana Leo o Hilo

Pūnana Leo o Honolulu

Pūnana Leo o Kaua'i

Pūnana Leo o Maui

Pūnana Leo o Moloka'i

Pūnana Leo o Wai'anae

Pūnana Leo o Kona

Pūnana Leo o Waimea

Pūnana Leo o Mānoa

Pūnana Leo o Ko'olau Poko

Pūnana Leo o Lahaina

Pūnana Leo o Hāna

Aloha, Chair Kidani, Vice Chair Mercado Kim and members of the Committee on Education,

My name is Ka'iulani Laehā, CEO of 'Aha Pūnana Leo, Inc.

The 'Aha Pūnana Leo **SUPPORTS HB2543 HD 1** which is part of the State's early childhood plan to provide access to child care and early learning opportunities to all newborn to five-year-old children in the State.

We provide **comments** to SECTION 10. Page 16 line 10 of 346- Preschool open doors program; provider accreditation; adding after "...approved by the director" ... such as the World Indigenous Nations Higher Education Consortium for Hawaiian language medium preschool education.

The World Indigenous Nations Higher Education Consortium (WINHEC) is an international authority that fosters quality assurances and supports programs in examining their own goals, operations and achievements based on indigenous people's philosophies and worldviews. The 'Aha Pūnana Leo statewide preschool system received the world's first accreditation of an early education program conducted through the endangered and indigenous Hawaiian language. WINHEC is also recognized by the state's Hawai'i Teacher Standards Board for teacher preparation programs indigenous and culturally-focused units.

As one of two official languages of the State of Hawai'i, Hawaiian language medium addresses the responsibility of the State to provide an education in the official language of Hawaiian, as it exists in English.

The 'Aha Pūnana Leo is the sole statewide private provider of early learning in the Hawaiian medium of Hawaiian. HB2543_HD1 will allow for the access and growth of Hawaiian language medium early childhood education programming.

The 'Aha Pūnana Leo was established in 1983 to revitalize and normalize 'ōlelo Hawai'i, Hawaiian language, through the Pūnana Leo preschool model of full Hawaiian language medium environments. Today there are 12 preschool program sites and 2 infant toddler program sites. The Pūnana Leo are located on Hawai'i, Maui, Moloka'i, O'ahu and Kaua'i.

Mahalo for giving me this opportunity to provide testimony in support of HB2543 HD 1.

Mahalo,

Ka'iulani Laehā



Chamber of Commerce HAWAII

The Voice of Business

**Testimony to the Senate Committee on Education
Wednesday, March 11, 2020 at 2:45 P.M.
Conference Room 229, State Capitol**

RE: HB 2543 HD1, RELATING TO ACCESS TO LEARNING

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

The Chamber of Commerce Hawaii ("The Chamber") **supports** HB 2543 HD1, which expands the capacity, resources, affordability, and flexibility of childcare facilities licensed by the Department of Human Resources to significantly increase affordable and accessible childcare choices for Hawaii's families, especially those in financial need and in lesser-served areas of the state. This bill would also look to expand the capacity, resources, and availability of state-financed preschool programs and offset the cost of living for Hawaii families by subsidizing both childcare and preschool. Finally, this bill would look to build the infrastructure and develop the resources necessary to achieve the objective of providing the capacity to serve fifty percent of all otherwise unserved children who are three to four years of age, or will be at least five years of age on or before July 31 of the current school year, with access to learning by the year 2025, and providing the capacity to serve one hundred percent of these children within the same age group with access to learning by 2030.

The Chamber is Hawaii's leading statewide business advocacy organization, representing about 2,000+ businesses. Approximately 80% of our members are small businesses with less than 20 employees. As the "Voice of Business" in Hawaii, the organization works on behalf of members and the entire business community to improve the state's economic climate and to foster positive action on issues of common concern.

The Chamber appreciates the Legislature's work to introduce a package of bills to address cost-of-living issues through a comprehensive and holistic approach. We recognize that access to early learning leads to better outcomes in education and in life. We also recognize that the cost of child care is a significant burden on many Hawaii families. The 2017 Hawaii Early Learning Needs Assessment found that the average cost of full-time, year-round center care for one child was more than \$9,500. This proposal would help to alleviate this financial hardship through the creation of publicly funded, early learning programs.

The Chamber believes that focusing on early childhood is critical because brain development takes place by age five. We believe that it is imperative to begin investing early in a child's life, when the brain is in this state of tremendous growth potential.

According to the First Five Years Fund, a non-profit organization working to ensure that all children through age five have equal access to affordable, comprehensive, high-quality care and education to support healthy development, high-quality early childhood education is



Chamber of Commerce HAWAII

The Voice of Business

proven to dramatically improve a child's opportunities for a better future while offering parents improved job stability and overall economic security.

Early learning and care can have an immediate impact on state economies by increasing labor force participation and supporting parents who seek additional education and training, contributing to a more sustainable and active workforce. Additionally, the First Five Years Fund noted that research has shown that for every \$1 invested in the education and child care of a child from birth to age five generates \$7.30 in return for the country.

Thank you for this opportunity to testify in support of HB 2543 HD1.

Kristine Altwies
Hawaii International Child Inc.
200 N. Vineyard Blvd. Ste. 420
Honolulu, HI 96817

March 8, 2020

HB 2543, HD 1: Strong Support

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

Hearing: March 11, 2020; Hearing Time 2:45 PM; Conference Room 229

Aloha Chair Kidani, Vice Chair Kim and Committee Members:

Hawaii International Child supports HB 2543, HD 1 which sets the important and bold goal of enrolling 100 percent of all three-, four- and late born five-year-old children in an early learning program by the year 2030. The Proposed HD1 would establish a cabinet-level Early Learning Coordinator who would lead and coordinate all childcare and early learning programs across the various departments and offices. This bill would also provide the financial resources and organizational changes to start fulfilling the vision of high-quality, affordable early education for all keiki.

The ALICE® Report, released by Aloha United Way in 2018, shows that 47% of Hawaii residents are not financially stable. ALICE is an acronym standing for Asset Limited Income Constrained Employed and the report provides insight into the plight of those living above the federal poverty level but below a self-sufficient income. Child care is a major expense for ALICE families. The monthly cost of child care is approximately the same as monthly rent – as a matter of fact, child care is more expensive than housing on Kauai and Hawaii Island. Universal early learning opportunities for our 3- and 4-year olds would provide our ALICE families a win-win-win. Child care costs would decrease, parents would be able to work to add to family income and the children would benefit from the early exposure to learning which has been proven to increase long term educational achievement.

Early childhood learning is vital to the healthy development of all children, yet 54 percent of 3- and 4-year-olds in Hawai'i — approximately 20,000 keiki — are not enrolled in nursery school, preschool or kindergarten. Although efforts have been made to increase the availability of affordable preschools, at the current pace, it will take 47 years to ensure all of Hawai'i's children have access to early childhood learning. We must do better for our keiki – they are our future.

Finally, when combined with other pending legislation intended to stabilize the ALICE population, the cumulative effect will be a substantial increase in the financial health of our community.

Thank you for the opportunity to submit testimony. We urge your favorable consideration of HB 2543, HD 1.

Sincerely,

Kristine Altwies, MA
ED/CEO - Hawaii International Child



March 9, 2020

HB 2543, HD 1: Strong Support

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

Hearing: March 11, 2020; Hearing Time 2:45 PM; Conference Room 229

Aloha Chair Kidani, Vice Chair Kim and Committee Members:

Legacy of Life Hawaii supports HB 2543, HD 1 which sets the important and bold goal of enrolling 100 percent of all three-, four- and late born five-year-old children in an early learning program by the year 2030. The Proposed HD1 would establish a cabinet-level Early Learning Coordinator who would lead and coordinate all childcare and early learning programs across the various departments and offices. This bill would also provide the financial resources and organizational changes to start fulfilling the vision of high-quality, affordable early education for all keiki.

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Early childhood learning is vital to the healthy development of all children, yet 54 percent of 3- and 4-year-olds in Hawai'i — approximately 20,000 keiki — are not enrolled in nursery school, preschool or kindergarten. Although efforts have been made to increase the availability of affordable preschools, at the current pace, it will take 47 years to ensure all of Hawai'i's children have access to early childhood learning. We must do better for our keiki – they are our future.

Finally, when combined with other pending legislation intended to stabilize the ALICE population, the cumulative effect will be a substantial increase in the financial health of our community.

Thank you for the opportunity to submit testimony. We urge your favorable consideration of HB 2543, HD 1.

Sincerely,

Leonard Ličina, CFP, MBA, FHFMA
President & CEO

405 N. Kuakini Street, Suite 810 Honolulu, HI 96817
Phone: (808) 599-7630 Toll Free: (877) 855-0603 Fax: (808) 599-7631

legacyoflifehawaii.org





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THE QUEEN'S
HEALTH SYSTEMS



NATIVE HAWAIIAN
EDUCATION COUNCIL



INPEACE
INSTITUTE FOR NATIVE PACIFIC EDUCATION AND CULTURE

Senate Committee on Education

Time: 2:45 p.m.

Date: March 11, 2020

Where: Capitol Room 229

TESTIMONY

Submitted by the listed organizations

RE: **HB 2543, HD1, Relating to Access to Learning**

E ka Luna Ho‘omaluku Kidani, ka Hope Luna Ho‘omaluku Kim, a me nā Lālā o kēia Kōmike, aloha!

The listed organizations serving the needs of Native Hawaiians and supporting communities, **SUPPORT** HB 2543, HD1, which proposes a suite of initiatives to advance the necessary goal of providing all children who are 3 to 4 years old who are in the 2 years prior to kindergarten entry with enrollment in a preschool program by the year 2030.

We believe the lack of accessible early learning programs is the largest inequity in Hawai‘i’s educational system and a major contributing factor to multigenerational, socioeconomic inequity. Research has found that the cost of full-time, year-round childcare can exceed \$9,600 annually, which is an unaffordable burden to many struggling ‘ohana, including working families.

Research also shows that more than eighty-five percent of brain development occurs from the time of birth to the age of five and students that attend preschool are more likely to graduate from high school and college. Unfortunately, according to the 2017 Hawai'i Early Learning Needs Assessment, there remains a shortage of early learning options with only 1 licensed seat for every 4 children under the age of six.

By passing HB 2543, HD1, Hawai'i can provide an equitable start for all our keiki and offer an early investment in their educational and lifelong successes, bridge socioeconomic inequities, and support working families. Furthermore, we believe that family choice is essential and includes access to early learning programs that prepare children for school through either of the State's two official languages.

With this testimony, our organizations collectively submit our **SUPPORT** of HB 2543, HD1, and urge this Committee to advance this measure. Mahalo for the opportunity to testify.



HOUSE BILL 2543, HD1, RELATING TO ACCESS TO LEARNING

MARCH 11, 2020 · SENATE EDUCATION
COMMITTEE · CHAIR SEN. MICHELLE N. KIDANI

POSITION: Comments.

RATIONALE: The Democratic Party of Hawai'i Education Caucus provides the following comments on HB 2543, HD1, relating to access to learning, which requires parents or guardians of public school and charter school kindergarten students to disclose information on the student's prior child care program or prekindergarten attendance, if any, for the purpose of determining areas having the highest need for prekindergarten and child care programs; requires assessment of public school and charter school kindergarten students; removes public charter school prekindergarten programs from the administrative authority of the Executive Office on Early Learning; establishes the preschool open doors special fund. Expands Preschool Open Doors Program eligibility from 4-year-old children to all children who are 3- to 4-years old who are in the 2 years prior to kindergarten entry; requires annual reporting regarding the revenues and expenditures of the early learning special fund; establishes a program for the Department of Human Services to award grants for preschools; appropriates funds and authorizes positions for the Preschool Open Doors Program; appropriates funds for the Department of Human Services to expand its information technology system for the purpose of managing information on prekindergarten attendance and child care need and to contract for and operate preschool and child care programs; establishes the Early Learning Coordinator position within the Office of the Governor; establishes the goal of providing all children who are 3 to 4 years old who are in the 2

years prior to kindergarten entry with enrollment in a preschool program by the year 2030 and assigns that responsibility to the Early Learning Coordinator; appropriates funds to the University of Hawai'i for building classrooms for Hawaiian language immersion pre-kindergarten programs; and appropriates funds for building early learning services classrooms on public library property.

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 21st 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.

That said, we do not believe that accelerating the privatization of preschool programs, as this measure does, is the best way to ensure that Hawai'i's keiki receive a quality early

learning experience. When it comes to early childhood programming, as with all forms of education, **quality matters more than quantity** in determining student 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. Therefore, rapidly expanding access to early learning programs via the use of subsidies for private programs—**in other words, preschool vouchers**—will provide working families the false promise of quality early childhood development, while, in reality, placing their keiki in programs spearheaded by unlicensed, uncredentialed, unqualified teachers, who lack basic labor protections and may be beholden to corporate or religious interests.

Article X, Section 1 of the Hawai'i State Constitution states:

Section 1. The State shall provide for the establishment, support and control of a statewide system of public schools free from sectarian control, a state university, public libraries and such other educational institutions as may be deemed desirable, including physical facilities therefor. **There shall be no discrimination in public educational institutions because of race, religion, sex or ancestry; nor shall public funds be appropriated for the support or benefit of any sectarian or nonsectarian private educational institution,** except that proceeds of special purpose revenue bonds authorized or issued under section 12 of Article VII may be appropriated to finance or assist:

1. Not-for-profit corporations that provide early childhood education and care facilities serving the general public; and
2. Not-for-profit private nonsectarian and sectarian elementary schools, secondary schools, colleges and universities.

Page 9-10 of this measure, however, transmogrifies the early learning trust fund into the early learning special fund and pages 13-15 establish a new preschool open doors special fund and preschool grants program special fund, into which shall be made appropriations by the State Legislature. With regard to the preschool grants program special fund, the fund's stated purpose is "to award grants to private entities for the establishment of new preschools or expansion of

existing preschools at the private entity's place of business.” Giving grants to private preschool programs using appropriations from the Legislature, i.e. state funds, is **expressly prohibited under Article X’s ban on the appropriation of public funds for private educational institutions**. It cannot be argued that preschools do not qualify as “educational institutions,” moreover, given that they are, by definition, education centers and learning spaces designed to facilitate the development of skills necessary for success in kindergarten and beyond. Hence, the “education” component of the term “early childhood education.” Importantly, the Democratic Party of Hawai’i’s platform also expressly opposes the use of public funds for private preschool, stating in its education subsection:

We do not support the use of tax monies in a voucher program or tuition tax credits for private education PreK-12. Use of tax monies for vouchers or tuition tax credits may have the effect of reducing support for public education and weakening church and state separation. We support the constitutional separation of church and state in education, which has been a cornerstone of democracy.

Notably, **the Attorney General recently provided a memo to Rep. Amy Perruso stating that programs subject to curriculum standards would not be permitted to receive public funds under the State Constitution**, since curriculum standards are an example of regulations that signal educational value. If the programs receiving funding through this measure cannot be required to meet basic educational standards, they will provide limited benefit to our keiki’s learning growth, if any. Such programs should be called what they are: childcare. Nothing more.

Additionally, we are deeply concerned about the motives behind some of the early learning centers that may receive funds through this program, as well as the lack of accountability protocols that may be implemented to protect against discrimination and ensure compliance with high ethical standards. Hawai’i hosts a number of faith-based early learning programs, which infuse their early childhood programs with religious doctrine in both direct and indirect ways. Extending public funds to faith-based programs would, in our view, violate the U.S. Constitution’s Establishment Clause, which mandates that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof,” a provision that is mirrored in Article I, Section 4 of the State Constitution, which states:

Section 4. No law shall be enacted respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech or of the press or the right of the people peaceably to assemble and to petition the government for a redress of grievances.

Even if faith-based programs do not explicitly infuse their early learning programs with religious dogma, providing funding to such programs would effectively extend a material benefit to the religious institutions under which they are managed, in essence providing a state subsidy to churches and other religious institutions that may embrace discriminatory views—such as anti-LGBTQ rhetoric—in their religious teachings. **How would the Department of Human Services hold such institutions accountable to high standards, assuming that standards aren't watered down to reflect the inability of an unqualified and uncredentialed teaching workforce to provide high quality instruction?** We have a similar concern with private preschool institutions that are not faith-based, but are otherwise beholden to private, often corporate, interests that undermine the public good in their business practices, while funding and sitting on the boards of private preschools so as to ensure that these schools are managed in a manner that increases their bottom lines and shareholder profits.

Furthermore, we should not implement a kindergarten readiness test, as this bill proposes, which exacerbates our state's fetishization of standardized tests as a measure of assessing student learning. The overuse of standardized tests in Hawai'i's schools has become an epidemic. Rather than focus on student learning, our schools devote increasing amounts of time to “test and punish” frameworks, in which critical thinking and applied knowledge are replaced with rote test-taking skills that adversely impact a teacher's or schools' statistical assessment.

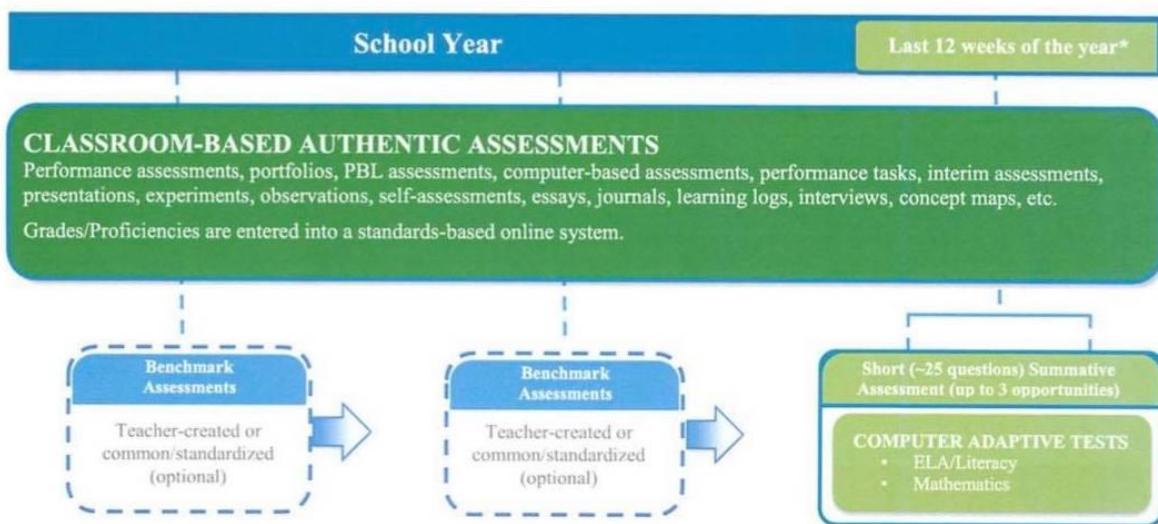
HIDOE spent at least \$60 million on testing-related contracts from 2015 to 2018, including a \$36.4 million contract with the American Institutes of Research to furnish the Smarter Balanced Assessment and HSA alternate assessment, the state's predominant standardized tests. Disappointingly, rather than eliminate this costly burden in favor of real-life learning opportunities, HIDOE leaders renewed AIR's multi-million dollar contract in September of 2019. Yet, HIDOE leaders have also made recent moves to embrace a more holistic vision of education by applying to participate in the federal Innovative Assessment Demonstration Authority's pilot program for

authentic assessments, using the mode that appears below. Mandating an additional standardized assessment for kindergarteners, therefore, contravenes our state’s attempts to diminish the amount of testing already occurring in our schools.

4 of 4

Hawaii Innovative Assessment Model: A Balanced Assessment System

SY 2020-21: Grade 4 English Language Arts/Literacy and Grade 8 Mathematics



There is a better way. We urge you consider using empty public school classroom space to expand early learning offerings under EOEL’s existing program, while providing financial assistance to students and teachers who wish to become certified in the field of early childhood education. **In the HIDOE’s existing teacher workforce, approximately 500 elementary school teachers are already early learning certified, many of whom stand ready to teach our preschool-aged keiki.**

Relying on these teachers to fill gaps in our state’s early learning system would ensure that all children have access to *quality* preschool programming at a crucial stage in their development, rather than simply creating phantom classrooms that lack a qualified educational leader. In turn, we should fund pay increases for public school teachers, which will ensure that elementary school

educators hired to replace those who are asked to lead early learning classrooms stay in the teaching profession. Filling elementary school teaching gaps is achievable, if professional pay is provided and a reasonable timescale for growth is implemented that allows teacher certification to keep pace with classroom expansion. All children deserve quality a quality early learning experience. As with other educational institutions, let's deliver the preschools that our keiki deserve.



Wednesday, March 11, 2020

House Bill 2543 HD1
Providing Comments

Aloha Chair Kidani, Vice Chair Mercado Kim, and Members of the Committee on Education,

The Democratic Part of Hawai'i (The Party) **provides comments on HB2543 HD1** Relating to Access to Learning. While The Party supports wholeheartedly the principle of expanding access to quality preschools, we believe the focus to be placed on public preschool classrooms under the Department of Education (DOE), rather than on “child care” from private providers.

Expanding “child care” is a laudable goal and one we believe does need more attention. However, if the intention of this bill is to expand early learning through preschool classrooms, the current draft falls short. Child care providers can only be held to health and safety standards, not educational ones, and so cannot be held accountable for high-quality learning outcomes.

Additionally, the concerns raised by others with regard to a workforce of sufficient size and licensing appear to remain unaddressed in the current version of the bill. Should the bill succeed and become law, it could very well make little difference if there aren't enough quality staff, or funding to pay competitive salaries to even attract quality staff. If the legislature is truly committed to expanding quality early education, we would encourage the committee to amend the bill such that the focus is place back with expanding public preschool classrooms and the qualified personnel needed to staff those classrooms.

We also take this opportunity to refer to The Party's Platform which, among other things, says:

“We support adequate funding for mandatory public education Pre-K through 12. We do not support the use of tax monies in a voucher program or tuition tax credits for private education Pre-K-12. Use of tax monies for vouchers or tuition tax credits may have the effect of reducing support for public education and weakening church and state separation. We support the constitutional separation of church and state in education, which has been a cornerstone of democracy.”

Finally, The Party is both concerned and puzzled by the creation of a new “Early Learning Coordinator” position in the Governor's Office. As we read the job description

for the “Coordinator” and understand the role the Executive Office on Early Learning (EOEL), the role seems unnecessarily duplicative and adds a layer of bureaucracy that serves no purpose The Party can see. During a time when the Legislature seems committed to streamlining government spending and function, the creation of this unnecessary and duplicative position appears counter-intuitive.

Given this, The Party believes it is important to eliminate the “Coordinator” position from the bill and instead provide support for the governance structures already in place.

Mahalo for the opportunity to provide these comments.



Josh Frost
Co-Chair, Legislation Committee
Democratic Party of Hawai'i



Zahava Zaidoff
Co-Chair, Legislation Committee
Democratic Party of Hawai'i



March 10, 2020

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

Re: H.B. 2543, HD1

**Hearing: March 11, 2020, 2:45 p.m.
Conference Room 229**

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

Hawaii Women Lawyers (“HWL”) submits testimony in **support** of H.B. 2543, HD1.

HWL is a 501(c)(6) nonprofit corporation founded in 1982. HWL’s core mission is to improve the lives and careers of women in all aspects of the legal profession, influence the future of the legal profession, and enhance the status of women and promote equal opportunities for all. HWL is currently comprised of approximately 337 members.

HWL strongly supports the efforts to expand the availability of early learning and child care programs in this State. It is well-documented that the development and advancement of women in the legal profession, as well as in other careers, is substantially impeded by the lack of child care options. For example, in 2019, the American Bar Association (“ABA”) reported that the **“top reasons why experienced women leave private practice boil down to the stress and time needed to ‘do it all’,”** including, most prominently, caretaking commitments.¹ The data makes clear that “experienced women lawyers are ... much more likely than experienced men to be solely responsible for multiple dimensions of childcare,” and “bear a disproportionate brunt of responsibility for arranging for care, leaving

¹ Roberta D. Liebenberg and Stephanie A. Scharf, *Walking Out the Door: The Facts, Figures, and Future of Experienced Women Lawyers in Private Practice* (2019, American Bar Association), at 12, available at <https://www.americanbar.org/content/dam/aba/administrative/women/walking-out-the-door-4920053.pdf>. “The study surveyed managing partners and lawyers working in the nation’s 500 largest law firms who have practiced law for at least 15 years.” Debra Cassens Weiss, *Why are experienced women lawyers leaving BigLaw? Survey looks for answers and finds big disparities* (Nov. 14, 2019, ABA Journal), available at <http://www.abajournal.com/news/article/why-are-women-lawyers-leaving-biglaw-survey-looks-for-an-answer-and-finds-big-disparities>.

work when needed by the child, children's extracurricular activities, and evening and daytime childcare."²

These experiences are by no means limited to women lawyers. The stress of providing child care undoubtedly impacts women across industries. HWL believes that providing expanded, high quality early learning and child care programs through the State is a critical step towards addressing obstacles encountered by working women every day. Consistent with HWL's mission to enhance the status of women and promote equal opportunities for all, HWL supports this effort to provide much-needed support for Hawaii families and children through expanding access to early childhood education.

For the above reasons, HWL strongly supports H.B. 2543, HD1, and respectfully requests that the Committee pass this measure. Thank you for the opportunity to submit testimony on this measure.

² *Id.*



Hawai'i Association for the Education of Young Children

March 9, 2020

To: Committee on Education:

Senator Michelle N. Kidani, Chair

Senator Donna Mercado Kim, Vice Chair

From: Katherine Murphy, Hawai'i Association for the Education of Young Children (HIAEYC) Executive Director

Subject: HB2543, HD1, Relating to Access to Learning, 3/11/2020 hearing

Aloha Honorable Senators:

Hawai'i Association for the Education of Young Children (HIAEYC) is an affiliate of the National Association for the Education of Young Children (NAEYC), the largest association for early childhood educators in the nation. HIAEYC promotes, supports, and expands the quality and professionalism in early childhood programs and services for Hawai'i's children (B-8) and their families.

HIAEYC supports the intent to expand access to early learning programs.

However, an extensive body of research demonstrates that high quality programs are what make the difference in children's lives. This component is missing from the current draft.

One important key to quality is educators who have child development and early learning knowledge and early childhood program experience. Scholarships are needed to build the competent workforce.

Another is having environments that are safe, healthy, and stimulating for young children. We do not want to see more stories of children accidentally served cleaning products or being duct taped to the floor.

The Dept. of Human Services has a structure of licensing and licensing workers that monitor and enforce the rules and regulations. However DHS could use more staff to comply with federal regulations, a website is being established that will show program compliance with regulations which is important information for families and the public. Program Staff will also be required to have 16 hours of professional development annually.

HIAEYC supports:

- Sharing of data



- Developmentally appropriate kindergarten assessment. The proposed amendment should add **developmentally appropriate**.
- Establishing early learning and preschool open doors trust funds as well preschool grant/Special fund for public and private programs that meet eligibility.
- Expanding preschool open doors age eligibility.
- Gathering of prior early learning program information from families

HIAEYC opposes:

- Establishing an early leaning coordinator in the Governor's office. This would add an unnecessary layer to government. Collaboration between departments and EOEL is already in statute.
- Exemption to Dept. of Human Services licensing rules for programs. These are *minimum* health and safety standards that meet current federal requirements. For vulnerable young children, it is crucial to meet health and safety requirements.
- **Moving these initiatives forward without Fiscal commitment and resources to expand these programs. What is the Appropriations from the general fund?**

HIAEYC recommends:

- **A section on scholarships and expanding the workforce for existing and new early childhood programs. This can be built on the existing PATCH scholarships, expanding the scope and making it up front scholarships for tuition, fees, and books for students seeking a degree or professional development.**
- **A section that establishes a continuous quality improvement (CQI) system in the Dept. of Human Services for programs licensed .**
- **Resources for both programs and workforce to build CQI.**
 - o There can be three levels:
 - Level 1: DHS licensed programs
 - Level 2: NECPA (National Early Childhood Program Accreditation) or equivalent accreditation.
 - Level 3: NAEYC (National Association for the Education of Young Children) accreditation or equivalent.

Mahalo for your attention to this important and vulnerable population. We have existing systems that can be built on to provide high quality care and learning for our young keiki and their families.



TO: The Honorable Michelle N. Kidani, Chair
The Honorable Donna Mercado Kim, Vice Chair

FROM: Philip J. Bossert, Executive Director
Hawaii Association of Independent Schools

RE: HB 2543 HD1 - RELATING TO ACCESS TO LEARNING
In Support

DATE: Wednesday, March 11, 2020
2:45 PM, Conference Room 229

Aloha Chair Kidani, Vice Chair Kim and Members of the Committee,

The Hawaii Association of Independent Schools (HAIS) supports HB 2543 HD1.

HAIS is a membership organization that currently represents 102 of Hawaii's independent K-12 schools; and, through its subsidiary, the Hawaii Council of Private Schools (HCPS), is responsible for licensing all private K-12 schools in the State. Approximately 38,000 children currently attend these private K-12 schools.

HAIS believes that HB 2543 HD1 will substantially increase academic and social outcomes for all of Hawaii's children through early learning opportunities, and that it may also enhance labor productivity and economic growth through provision of affordable child care, and that it may also increase the labor supply for critical, hard-to-fill positions in early childhood education.

We recommend that the legislation include an operational definition of "preschool" in order to distinguish "academic programs" that are focused on preparing children for kindergarten from other forms of childcare programs for three- and four-year-old children.

We also recommend that the "outcomes" assessments developed for such programs avoid standardized testing models that may push these programs toward "K-ready boot camps" for 3 and 4-year-olds. The assessments should instead seek to understand where each child is developmentally, so that kindergarten teachers can deliver appropriate programs and services. The primary purpose of these programs should be to acculturate and socialize a child to the

more formal learning environments of schools that are quite different from the informal learning environments he or she has experienced since birth.

We would also like to recommend to the committee that consideration be given to the following suggestions:

1. That funding be weighted toward quality “preschool” education as opposed to other forms of “child care” as defined at [HAR §17-895.1-1](#);
2. That quality preschools meet NAEYC or NECPA standards, or those of internationally recognized early learning programs such as Montessori, Waldorf and Regio Emilia;
3. That preference be given to filling currently vacant private and public preschool seats before constructing new facilities or hiring additional staff;
4. That serious attention be given to how significant numbers of new early childhood trained personnel will be attracted to the profession so that the new classrooms do not stand empty for lack of qualified teachers; and
5. That the proposed governance structure be reconsidered in as much as the current governance framework seems unclear with respect to policy-making and decision-making responsibilities among the Executive Office of Early Learning, the Early Learning Coordinator, and the board of advisors.

Thank you for the opportunity to submit testimony and we look forward to working with you as this important measure moves through the legislative process.

HB-2543-HD-1

Submitted on: 3/8/2020 9:27:05 PM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Michael Ching, MD, MPH	Testifying for American Academy of Pediatrics, Hawaii Chapter	Support	No

Comments:

The American Academy of Pediatrics, Hawai'i Chapter offers its support for HB 2543 HD1, relating to access to learning. This bill would expand access to preschool for children across our state. Preschool is an important factor in ensuring that children are ready to learn by kindergarten. Children who are not ready by kindergarten entry are at high risk of never catching up to their peers, and they are at risk for adverse life outcomes. Our Chapter would appreciate your support to pass this bill from your committees.

Date: March 10, 2020

FOR: HB 2543, H.D.1 PROPOSED - RELATING TO ACCESS TO LEARNING

To the Honorable Chair, Senator Kidani, Vice Chair, Senator Mercado Kim, and Members, Senators Dela Cruz, Fevella, and Mamo Kanuha of the Senate Committee on Education

We, who represent Kaulanakilohana, an early childhood education higher education faculty consortium in Hawai‘i, appreciate the intent of this bill to build the infrastructure and develop the resources necessary to provide increased access to quality learning experiences for all three-year olds, four-year olds, and late born five- years olds in our state. However, we support the intent of this bill with the following recommendations:

Rather than create a new early learning coordinator position, we recommend that our state build a mixed delivery system of quality preschool classrooms through the Executive Office on Early Learning (EOEL), who oversees the coordination of early care and education services from birth through age five, and is governed by the Early Learning Board (ELB). The funding that will be saved could then be used to increase early learning access to more three- or four- year olds or late born five-year olds in our state.

When serving our youngest keiki and their ‘ohana, through a preschool system, a major part of the infrastructure is the early childhood education (ECE) workforce, including those working in DHS regulated homes and facilities. Therefore, a strategy that only calls for increasing access without simultaneously working on some of the vital ECE workforce issues faced by Hawai‘i will not reach the goals set out by the legislation.

In 2019, the EOEL coordinated a robust stakeholder engagement process that resulted in Hawai‘i’s 2019-2024 early childhood state plan, *Our Keiki, Our Future*. The state plan identified a well-prepared, well-supported, adequately compensated, and highly qualified workforce as a fundamental building block of its proposed comprehensive approach to supporting early childhood.

Recently, EOEL projected that the EOEL Public Pre-K Program could expand to a total of 270 classrooms in 10 years ... which means 270 lead teachers and 270 educational assistants. This highlighted the extreme shortages in ECE workforce as a necessary focus area. As a result, EOEL then convened a multidisciplinary team comprised of representatives from higher education, Hawai‘i Teacher Standards Board (HTSB), DOE, DHS, Kamehameha Schools (KS), Hawai‘i State Teachers Association (HSTA), and other partners, to develop an accompanying action plan “Quality Workforce Development and Supports: Strategic Implementation Plan” which provides the primary framework for the key initiatives related to recruitment, retention, professional development systems, and compensation.

In response to this action plan, over the past two months, the University of Hawai‘i (UH) Mānoa led an intensive planning and proposal development process with members of Kaulanakilohana

and multiple partners to develop a comprehensive approach to address structural barriers in higher education. This plan called the Hawai‘i’s Early Childhood Educator Excellence and Equity (HI ECE³) innovation aligns with current research and recommendations in ECE workforce development systems, as detailed by nationally-recognized reports including, Institute of Medicine and National Research Council, (2015), *Transforming the Workforce for Children Birth through Age 8*; National Academies of Sciences, Engineering, and Medicine, (2018), *Transforming the Financing of Early Care and Education*; and the national Power to the Profession Task Force, (2020), *Power to the Profession’s Unifying Framework for the Early Childhood Education Profession*. These reports promote an effective, equitable, well-prepared, well-compensated ECE profession.

"Research has revealed that early childhood is a time where developmental changes are happening that can have profound and lasting consequences for a child’s future. This emerging science makes clear the importance and complexity of working with young children from infancy through the early elementary years. Young children thrive when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning" (*Transforming the Workforce for Children Birth through Age 8*, Report in Brief for Educators and Caregivers, 2015, p. 1).

“A highly qualified workforce is essential to meeting the goal of ensuring access to high-quality early care and education for every child. As the nation makes the transition to a system in which every family has access to affordable, high-quality early care and education, it will be necessary to build the capacity of the ECE workforce.” (*Transforming the Financing of Early Care and Education*, Report Brief for Policy Makers, 2018, p. 3).

“Because positive relationships are at the core of quality, investing specifically in early childhood educators is the best thing we can do to improve early childhood education. In other words, when we help educators, we help children and families. But when we underinvest in educators, we also undermine the quality of early childhood programs, diminishing their short- and long-term benefits, decreasing the return on investment, and harming children and families. We also harm educators themselves – primarily women, often from communities of color, whose poverty level wages keep the burden of the cost of care to families from being even higher than it is now.” (*Power to the Profession Unifying Framework for the Early Childhood Education Profession*, 2020, p. 3).

HI ECE³ brings together the elements of community assets, research-based professional learning, and political will to create a smoother, user-centered experience that will attract and keep more high-quality teachers in the ECE workforce, while meeting Hawai‘i’s plan for preschool expansion to advance access to quality early learning for children and families.

Specifically, this HI ECE³ plan will align multiple pathways to degree attainment through improved articulation agreements between the two-year community colleges and four-year universities; pilot an apprenticeship program and comprehensive student support services; utilize a common prior learning assessment; deliver competency-based courses through flexible formats

that connect to high quality clinically-based experiences; build awareness to realize compensation equity; and confirm workforce data collection and analysis needs.

This HI ECE³ plan was developed with the financial support of Hawai‘i’s philanthropic community and submitted to the Early Educator Investment Collaborative (EEIC), a national funding group with a vision to transform the preparation of early childhood educators, on March 2, 2020. This plan included 26 letters of support from distinguished leaders in our state, including Governor Ige, Speaker Saiki, UH President, HIDOE Superintendent, DHS Director, EOEL Director, and many business and philanthropic leaders. The EEIC process will be very competitive and even if the HI ECE³ plan is successful, the request was for only a portion of the total need.

We, Kaulanakilohana members, emphasize that without a robust public commitment to quality ECE teacher preparation, developed alongside efforts with greater access to ECE programs, our state will be perpetuating inequity by establishing quality ECE only for some children and families, leaving out especially our at-risk and more vulnerable children and their families.

The proposed reforms in HI ECE³ will result in greater capacity to recruit and retain lead teachers and more accessible, affordable, and attainable pathways to degree completion that prepare lead teachers with the competencies and practicum experience they need to best serve all of Hawai‘i’s children and families. Ultimately, this will create a sustainable pipeline of highly-qualified well-compensated ECE lead teachers that reflect and represent Hawai‘i’s diverse communities.

We look forward to working with all of you and many other partners on this long-term dream of a high quality preschool for Hawai‘i’s keiki and their ‘ohana.

Thank you for this opportunity to support HB 2543 HD 1 with recommendations.

Sincerely,

Kaulanakilohana (Early childhood education higher education faculty in Hawai‘i)

Chaminade University - Elizabeth Park, PhD and Yan Yan Imamura, MEd

Hawai‘i Community College - Janet Smith, MA; and Brenda Watanabe, MEd

Honolulu Community College - Ann Abeshima, EdD; Elizabeth Hartline, MA; Janina Martin, MSW; Eva Moravcik, MEd; Iris Saito, MEd; Caroline Soga, ABD; LaurieAnn Takeno, EdM; and Cyndi Uyehara, MEd

Kaua‘i Community College - Antonia Fujimoto, MA

University of Hawai‘i at Hilo Ka Haka ‘Uka O Ke‘elikōlani - Noelani Iokepa-Guerrero, PhD

University of Hawai‘i at West O‘ahu - Susan Adler, PhD

University of Hawai‘i at Mānoa - Christopher Au, PhD; Robyn Chun, MEd; Jane Dickson Iijima, MS; Richard Johnson, EdD; Theresa Lock, EdD; Leah Muccio, PhD

University of Hawai‘i Maui College - Julie Powers, MA; Gemma Medina, MEd



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Ka Papa Alaka'i

Dr. Kēhaulani
'Aipia-Peters,
Pelekikena

Kēhaulani Shintani,
Hope Pelekikena

Hi'ilei Vuta,
Kākau 'Ōlelo

Leilani Ka'apuni,
Pu'ukū

Kamalei Hayes

Dr. Kauanoe
Kamanā

Nāmaka Rawlins

Dr. Pila Wilson

Pelehonuamea
Harman

Kayla Ahsing

No 'Ane'i Ko
Kākou Ola!

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

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

Date of Hearing: 2-18-2020
Time: 2:00pm
Location: Conference Room 309

*Testimony of Dr. Kēhaulani 'Aipia-Peters, Governing Board Chair
Ke Kula 'O Nāwahīokalani'ōpu'u Iki LPCS*

HB2543, HD1 RELATING TO ACCESS TO LEARNING: **STRONG SUPPORT**

E nā Po'o Kōmike a me nā Lālā Kōmike o ke Kōmike Ho'ona'auao Paeha'aha'a a me ka Paeki'eki'e a me ke Kōmike Kālā, aloha nui kākou:

I urge your SUPPORT of HB2543_HD1 (HSCR961-20) as this is an important bill for moving Hawaiian language medium early education forward.

I am the Chair of the Charter School Governing Board of Ke Kula 'O Nāwahīokalani'ōpu'u Iki, a Hawaiian language medium charter school with a prekindergarten program funded by the state. It is my understanding that our school has the highest enrollment of any Hawaiian language medium charter school in the state.

The primary campus of Nāwahīokalani'ōpu'u Iki is located in Puna, one of two areas designated by the DOE for special attention due to the difficult economic conditions in our area. This bill represents a bold move on the part of your committees to address the needs of families of Puna and of the state as a whole.

Our school also has two satellite campuses. One satellite campus is in Wai'anae, the other area designated by the DOE for special attention. The second satellite campus is located on Hawaiian Home Lands property in Waimea on Hawai'i. Both sites have Hawaiian medium prekindergarten programs that have worked on improving Hawaiian medium early education together with the non-profit 'Aha Pūnana Leo, as has our main campus in Puna.

Your distinct attention to Hawaiian language medium education in the bill is highly noteworthy as our distinct needs are often overshadowed and overlooked in mainstream programs under direction from head offices located in urban Honolulu. Mahalo for the inclusion of attention to Hawaiian language medium education and your choice of Ka Haka 'Ula o Ke'elikōlani and 'Imiloa to lead in addressing those needs. Both entities have served the children from our main campus and its satellite campuses, and are critical to ensuring the forward progress of Hawaiian language medium education.

Mahalo e nā luna 'aha'ōlelo no kēia pila ko'iko'i.

Mahalo,

Dr. Kēhaulani 'Aipia-Peters
Chair, Governing Board
Ke Kula 'O Nāwahīokalani'ōpu'u Iki LPCS



DOING THE MOST GOOD

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Brian Peddle
General

Kenneth G. Hodder
Territorial Commander

Jeffrey Martin
Eloisa Martin
Divisional Leaders

The Salvation Army

Hawaiian & Pacific Islands Division

Elizabeth O. Kim

Director of Corporate Engagement and Government Relations
The Salvation Army, Hawaiian & Pacific Islands Division
Honolulu, HI 96822

March 10, 2020

HB 2543, HD 1

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

Hearing: March 11, 2020; Hearing Time 2:45 PM; Conference Room 229

Aloha Chair Kidani, Vice Chair Kim and Committee Members:

The Salvation Army, Hawaiian & Pacific Islands Division, submits the following impact testimony on HB 2543, HD 1, which sets the goal of enrolling 100 percent of all three-, four- and late born five-year-old children in an early learning program by the year 2030. The proposed HD1 would establish a cabinet-level Early Learning Coordinator who would lead and coordinate all childcare and early learning programs across the various departments and offices. This bill would also provide the financial resources and organizational changes to start fulfilling the vision of affordable early education for all keiki.

The ALICE® Report, released by Aloha United Way in 2018, shows that 47% of Hawaii residents are not financially stable. ALICE is an acronym standing for Asset Limited Income Constrained Employed, and the report provides insight into the plight of those living above the federal poverty level but below a self-sufficient income. Childcare is a major expense for ALICE families. The monthly cost of childcare is approximately the same as monthly rent – in fact, childcare is more expensive than housing on Kauai and Hawaii Island. Universal early learning opportunities for our 3- and 4-year-olds would assist ALICE families in the following ways – childcare costs would decrease, parents would be able work to add to family income, and the children would benefit from the early exposure to learning which has been proven to increase long term educational achievement.

For low-income families enrolled in The Salvation Army’s Pathway of Hope program, acquiring quality childcare and pre-school education is a major challenge. Access to affordable childcare and pre-school services is vital to promoting social mobility, especially for women transitioning out of our treatment programs. Too often, women who wish to pursue a career or higher education are not able to do so due to the prohibitive cost of childcare for pre-school aged children. Investing in early childhood education is a vital component of addressing the cycle of poverty that ALICE families are facing.



Aloha United Way
Hawaii Island United Way
Kauai United Way
Maui United Way

Our AUW Designation
Number is 96450

P.O. Box 620 • Honolulu, Hawai'i 96809-0620 • Tel: (808) 988-2136 • Fax: (808) 988-5285
Visit us at: Hawaii.SalvationArmy.org

Testimony of Elizabeth O. Kim, continued

Early childhood learning is vital to the healthy development of all children, yet 54 percent of 3- and 4-year-olds in Hawai'i — approximately 20,000 keiki — are not enrolled in nursery school, preschool or kindergarten. Although efforts have been made to increase the availability of affordable preschools, at the current pace, it will take 47 years to ensure all of Hawai'i's children have access to early childhood learning. Passage of this bill would provide access to affordable childcare and pre-school services to ALICE families, many of whom are enrolled in our Pathway of Hope program.

Thank you for the opportunity to submit testimony.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elizabeth O. Kim', written in a cursive style.

Elizabeth O. Kim

Director of Corporate Engagement & Government Relations

HB-2543-HD-1

Submitted on: 3/6/2020 2:41:09 PM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
John Kawamoto	Individual	Support	No

Comments:

I support HB 2543 HD 1 because it expands access to quality early learning without creating a new State bureaucracy. Instead, it uses the existing private preschools through the Preschool Open Doors Program, which has relatively low administrative costs. As such, it is effective in getting as much funding as practicable down to the classroom level.

One of the pluses is that it is voluntary program, as research shows that, for young children, the best home environment is superior to the best classroom environment.

Notably, the bill ensures quality because participating preschools are required to be accredited by a national organization.

Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice Chair

Committee on Education

Monday March 9, 2020

Support for H.B. No 2543

The access to quality childcare and pre-kindergarten education in the state is severely limited. On the Island of Hawai`i you have to put your child on a waiting list for preschool and childcare the moment you find out you are pregnant, or the chances of getting into one are slim to none. I personally have had to do this with both of my children. This is extremely frustrating and stressful because basic education and care should be readily available for Hawai`i's families. Additionally, if you are unaware of this process, you miss out. The underprivileged populations in Hawai`i are the ones who suffer the most, but are in need of the most help.

Another burdening problem in the state of Hawai`i is the cost of childcare and/or pre-kindergarten care. If you're lucky enough to get into a program, the cost is approximately 700\$ a month per child, and for pre-kindergarten care, that does not include "after school care", meaning after 2:00 pm. The after school care will run approximately 200\$ more. The amount of friends, peers and clients that I know who have to choose between working and/ or going back to school and paying most of their paycheck to afford these services or just staying home is astonishing.

By expanding the state-funded preschool programs, as well as having it include 3 year olds, will greatly benefit the keiki of Hawai`i. It will allow them to have the opportunity to learn and grow with their peers no matter their SES status. By expanding the amount of childcare providers it will allow Hawai`i's most vulnerable families the opportunity to have the access to quality affordable

childcare, as well as to be able to focus on bettering their own lives. Thank you for this opportunity to testify.

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

Date: Wednesday, March 11, 2020
Time: 2:45 P.M.
Place: Conference Room 229

Testimony in Support of HB2543 HD1 (HSCR961-20)
From Dr. Larry Kimura, Faculty Member of
Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language
University of Hawai'i at Hilo

Aloha Chair Kidani, Vice Chair Mercado Kim, and members of the Senate Committee on Education,

My name is Dr. Larry Kimura. I am a faculty member of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language at the University of Hawai'i at Hilo. I submit my testimony in strong support for HB2543_HD1 (HSCR961-20).

I have been teaching Hawaiian at the University of Hawai'i system for nearly 50 years, and the most recent 37 of those years have been directly involved with the revitalization of the Hawaiian language through Hawaiian medium education. I am a co-founder of the first Pūnana Leo Hawaiian language medium early education schools that led to the start of the DOE Hawaiian Immersion Program that continues to grow basically from the commitment of dedicated faculty, parents and families of our local communities.

Through pure dedication and commitment from a handful of Hawaiian language University of Hawai'i at Hilo faculty the establishment of a Hawaiian Language Center in 1990, a Hawaiian Language College in 1997 with graduate degrees up to a PhD in Hawaiian and Indigenous Language and Culture, and the state's only Hawaiian immersion teacher licensing program is now in place. These programs are in critical need of support to maintain and advance the growth witnessed for our State's Hawaiian Immersion Program. Your support of HB2543_HD1 (HSCR961-20) is important.

Mahalo a nui loa i ko 'oukou kāko'o 'ana mai!

Dr. Larry Kimura

HB-2543-HD-1

Submitted on: 3/9/2020 10:45:30 AM

Testimony for EDU on 3/11/2020 2:45:00 PM

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

Comments:

Laura Brucia Hamm
44-519 Kaneohe Bay Drive
Kaneohe, HI 96744
March 9, 2020

HB 2543, HD 1: Strong Support

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

Hearing: March 11, 2020; Hearing Time 2:45 PM; Conference Room 229

Aloha Chair Kidani, Vice Chair Kim and Committee Members:

Laura Brucia Hamm supports HB 2543, HD 1 which sets the important and bold goal of enrolling 100 percent of all three-, four- and late born five-year-old children in an early learning program by the year 2030. The Proposed HD1 would establish a cabinet-level Early Learning Coordinator who would lead and coordinate all childcare and early learning programs across the various departments and offices. This bill would also provide the financial resources and organizational changes to start fulfilling the vision of high-quality, affordable early education for all keiki.


The ALICE® Report, released by Aloha United Way in 2018, shows that 47% of Hawaii residents are not financially stable. ALICE is an acronym standing for Asset Limited Income Constrained Employed and the report provides insight into the plight of those living above the federal poverty level but below a self-sufficient income. Child care is a major expense for ALICE families. The monthly cost of childcare is approximately the same as monthly rent – as a matter of fact, childcare is more expensive than housing on Kauai and Hawaii Island. Universal early learning opportunities for our 3- and 4-year olds would provide our ALICE families a win-win-win. Child care costs would decrease, parents would be able work to add to family income and the children would benefit from the early exposure to learning which has been proven to increase long term educational achievement.

Early childhood learning is vital to the healthy development of all children, yet 54 percent of 3- and 4-year-olds in Hawai'i — approximately 20,000 keiki — are not enrolled in nursery school, preschool or kindergarten. Although efforts have been made to increase the availability of affordable preschools, at the current pace, it will take 47 years to ensure all of Hawai'i's children have access to early childhood learning. We must do better for our keiki – they are our future.

Finally, when combined with other pending legislation intended to stabilize the ALICE population, the cumulative effect will be a substantial increase in the financial health of our community.

Thank you for the opportunity to submit testimony. We urge your favorable consideration of HB 2543, HD 1.

Sincerely,



Laura Brucia Hamm

HB-2543-HD-1

Submitted on: 3/9/2020 12:11:11 PM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Glenn P. Silva	Individual	Support	No

Comments:

As a Professor of Hawaiian Studies and Language at UH Hilo for over 30 years, I strongly support this timely Bill and ask that our Hawai'i Legislators support it, as well.

HB-2543-HD-1

Submitted on: 3/9/2020 12:26:06 PM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Claire Kamalu Carroll	Individual	Support	No

Comments:

Aloha,

I am testifying on behalf of our future in making a difference to our early childhood learning HB2543. I appreciate the support given by our Legislature in supporting early learning and investing that you do for our children. We can all agree that these programs has benefited children across Hawai'i. Early learning has proven that children who participated in these programs help a child exceed in learning and have developed higher average score in their education journey. I ask this committee for continued support to these programs.

Mahalo,

Claire Kamalu Carroll

HB-2543-HD-1

Submitted on: 3/9/2020 2:35:40 PM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Bruce Fischer	Individual	Support	No

Comments:

I am writing in full support of this bill to further Hawaiian language education. Mahalo for your consideration.

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

Date: Wednesday, March 11, 2020
Time: 2:45 P.M.
Place: Conference Room 229

Testimony in Support of HB2543 HD1 (HSCR961-20)
From Dr. Jason Cabral, Academic Programs Division Chair
Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language
University of Hawai‘i at Hilo

Aloha Chair Kidani, Vice Chair Mercado Kim, and members of the Senate Committee on Education,

My name is Dr. Jason Cabral. I am Chair of academic programs of Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language at the University of Hawai‘i at Hilo. I ask that you pass HB2543_HD1 (HSCR961-20). This is an important bill for moving Hawaiian language medium early education forward.

I submit testimony as an individual with a strong professional kuleana in the development of Hawaiian language medium education including early childhood Hawaiian language medium education. The College was mandated by the 1997 State Legislature to serve statewide Hawaiian language medium education needs including teacher training and laboratory schools.

HB2543_HD1 (HSCR961-20) will allow for the growth of Hawaiian language medium early childhood education statewide. The inclusion of our neighbor and collaborator, the ‘Imiloa Astronomy Center, enhances our ability to work closely with state efforts to address early education and childcare through Hawaiian, including the possibility of a strong laboratory school model of Hawaiian language medium early education.

Ka Haka ‘Ula O Ke‘elikōlani is the primary source of Hawaiian language medium teachers in the state and operates the only Hawaiian language medium teacher training programs delivered totally through Hawaiian. Among our programs is the state’s sole early childhood certification program conducted through Hawaiian.

We work closely with the Hawai'i DOE and charter schools in providing curriculum materials and training for schools taught through Hawaiian. In addition, on a number of projects, we have partnered with the state's sole private provider of Hawaiian language medium early education, the 'Aha Pūnana Leo, through which we have jointly worked to improve learning in public and private Hawaiian language early learning contexts. This bill will strengthen those relationships.

Mahalo nui loa e nā Kenekoa no kēia pila HB2543_HD1 (HSCR961-20).

Na'u me ke kākō'o piha
Na Dr. Jason Cabral

HB-2543-HD-1

Submitted on: 3/9/2020 4:56:37 PM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Carolyn Quindica	Individual	Support	No

Comments:

Senator Michelle N. Kidani, Chair, Committee on Education

Senator Donna Mercado Kim, Vice Chair, Committee on Education

Hearing: March 11, 2020; Hearing Time 2:45 PM; Conference Room 229

Aloha Chair Kidani, Vice Chair Kim and Committee Members:

Positive Coaching Alliance Hawaii supports HB 2543, HD 1 which sets the important and bold goal of enrolling 100 percent of all three-, four- and late born five-year-old children in an early learning program by the year 2030. The Proposed HD1 would establish a cabinet-level Early Learning Coordinator who would lead and coordinate all childcare and early learning programs across the various departments and offices. This bill would also provide the financial resources and organizational changes to start fulfilling the vision of high-quality, affordable early education for all keiki.

The ALICE® Report, released by Aloha United Way in 2018, shows that 47% of Hawaii residents are not financially stable. ALICE is an acronym standing for Asset Limited Income Constrained Employed and the report provides insight into the plight of those living above the federal poverty level but below a self-sufficient income. Child care is a major expense for ALICE families. The monthly cost of child care is approximately the same as monthly rent – as a matter of fact, child care is more expensive the housing on Kauai and Hawaii Island. Universal early learning opportunities for our 3- and 4-year olds would provide our ALICE families a win-win-win. Child care costs would decrease, parents would be able work to add to family income and the children would benefit from the early exposure to learning which has been proven to increase long term educational achievement.

Early childhood learning is vital to the healthy development of all children, yet 54 percent of 3- and 4-year-olds in Hawai'i — approximately 20,000 keiki — are not enrolled in nursery school, preschool or kindergarten. Although efforts have been made to increase the availability of affordable preschools, at the current pace, it will take 47 years to ensure all of Hawai'i's children have access to early childhood learning. We must do better for our keiki – they are our future.

Finally, when combined with other pending legislation intended to stabilize the ALICE population, the cumulative effect will be a substantial increase in the financial health of our community.

Thank you for the opportunity to submit testimony. We urge your favorable consideration of HB 2543, HD 1.

Sincerely,

Carolyn Quindica

Managing Executive Director

HB-2543-HD-1

Submitted on: 3/9/2020 6:53:55 PM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kehaulani Medeiros	Individual	Support	No

Comments:

Aloha Chair Kidani, Vice Chair Mercado Kim, and members of the Senate Committee on Education,

My name is KÄ“haulani Medeiros, I am a third grade teacher at ke Kula ‘o NÄ• wahÄ«okalani‘Ä• pu‘u. I humbly ask that you pass HB2543_HD1 (HSCR961-20). This is an important bill for moving Hawaiian language medium early education forward, along with the English education route.

I have two children that are currently at NÄ• wahÄ«okalani‘Ä• pu‘u and had started their early education at the PÄ«nana Leo o Hilo. I also worked at the PÄ«nana Leo o Hilo for six years so I got to see first hand the importance of allowing parents to have the choice of educating their child solely through the Hawaiian language. There are many parents who would love to start to educate their children in the Hawaiian language but are not able to due to limited space in the classrooms. With this in mind, it would be a blessing for Hawaiian language medium early education to be able to build two or more classrooms with the assistance of ‘Imiloa Astronomy Center and the necessary allocated funds. Hawaiians have always been people who build strong relationships and with your assistance and support we can continue to do so, in order to allow our children the ability to be educated through the Hawaiian language.

Mahalo for this bill HB2543_HD1 (HSCR961-20), i mua kÄ• kou.

KÄ“haulani Medeiros (no Hilo, Hawai‘i)

HB-2543-HD-1

Submitted on: 3/9/2020 9:04:27 PM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Ka?iu Kimura	Individual	Support	No

Comments:

I submit testimony as an individual with a strong professional kuleana in the development of Hawaiian language medium education including early childhood Hawaiian language medium education.

HB2543_HD1 (HSCR961-20) will allow for the growth of Hawaiian language medium early childhood education statewide. The partnership between UH-Hilo's College of Hawaiian Language and the 'Imiloa Center enhances the ability to work closely with state efforts to address early education and childcare through Hawaiian, including the possibility of a strong laboratory school model of Hawaiian language medium early education.

Ka Haka 'Ula O Ke'elikÅ• Iani is the primary source of Hawaiian language medium teachers in the state and operates the only Hawaiian language medium teacher training programs delivered totally through Hawaiian. Among our programs is the state's sole early childhood certification program conducted through Hawaiian.

HB-2543-HD-1

Submitted on: 3/10/2020 9:21:27 AM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kauanoë Kamana	Individual	Support	No

Comments:

There has for a long time been public demand for Hawaiian language medium education (HME) for our children prior to entering Kindergarten. Funding of preschool classrooms through Ka Haka 'Ula, the Hawaiian Language College and 'Imiloa in Hilo will build on our historical successes experienced in the past 35+ years and provide access and quality for families with young children. Facilities are always an obstacle, so this funding would make a big impact on addressing public demand and supporting ongoing program development.

Mahalo a nui loa!!

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

Date: Wednesday, March 11, 2020
Time: 2:45 P.M.
Place: Conference Room 229

Testimony in Support of HB2543_HD1 (HSCR961-20)

Robert Kai Irwin, MEd, Curriculum, Evaluation, and Programs Developer
Hale Kuamo‘o Hawaiian Language Center
Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language
University of Hawai‘i at Hilo

Aloha Chair Kidani, Vice Chair Mercado Kim, and members of the Senate
Committee on Education,

My name is Robert Irwin. I develop Hawaiian language books, curricula, and programs at the Hale Kuamo‘o Hawaiian Language Center, a research and development division of Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language at the University of Hawai‘i at Hilo. I ask that you pass HB2543_HD1 (HSCR961-20).

I submit testimony as an individual with a career commitment to foster the growth and expansion of the Hawaiian language through Hawaiian medium education including support for the growth of our earliest Hawaiian language medium learners in preschool programs. The Hale Kuamo‘o was mandated by the 1989 State Legislature to serve statewide Hawaiian language medium education needs including curriculum development, teacher training, and educational support through ‘ōlelo Hawai‘i for families and communities.

I strongly believe that HB2543_HD1 (HSCR961-20) will strengthen the foundations of Hawaiian medium education. The planned collaboration between Ka Haka ‘Ula o Ke‘elikōlani and the ‘Imiloa Astronomy Center will foster strong curriculum development and teacher training for our youngest learners. This will include the strengthening of science curricula through a Hawaiian culture and language perspective to help grow a generation of empowered, culturally-grounded citizens. Strong indigenous ‘āina and kai management understandings are the essence of scientific literacy through a

Hawaiian lens, and are one key to the conservation transformation so urgently needed in Hawai‘i and the world in this day and age of environmental crises.

Because Ka Haka ‘Ula O Ke‘elikōlani is the primary source of Hawaiian language medium teachers in the state and operates the only Hawaiian language medium teacher training programs delivered solely through ‘ōlelo Hawai‘i—including the state’s only early childhood certification program conducted through Hawaiian—the college is uniquely positioned to magnify the impacts of a preschool laboratory program with ripple effects of teacher preparation advancements, program innovations, and best-practice teaching methodologies to benefit P-20 Hawaiian medium education across the islands.

The Hale Kuamo‘o works closely with the Hawai‘i DOE and charter schools in providing curriculum materials and training for schools taught through Hawaiian, and we collaborate with the ‘Aha Pūnana Leo in bridging curricula from preschool to papa mālaa‘o (kindergarten). As a member of the Hale Kuamo‘o team, I strongly support this bill, which will strengthen the foundation of Hawaiian medium education, teacher training, curriculum development, student achievement, and cross-organizational collaborations.

Me ka mana‘o kāko‘o piha i ka pila HB2543_HD1 (HSCR961-20).

‘O au iho nō me ka ha‘aha‘a a me ka mahalo,
Robert Kai Irwin, MEd

HB-2543-HD-1

Submitted on: 3/10/2020 10:22:18 AM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
JR Dowd	Individual	Support	No

Comments:

HB-2543-HD-1

Submitted on: 3/10/2020 10:41:03 AM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
donald erway	Individual	Support	No

Comments:

HB-2543-HD-1

Submitted on: 3/10/2020 2:13:59 PM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Leilani Au	Individual	Comments	Yes

Comments:

I have been following and supporting this bill since the beginning of the session. However, at this point, I believe that the comments from members of the Early Childhood Education field must be heard and acted on by this committee.

The creation of a new Early Learning Coordinator seems ill-advised. The Executive Office on Early Learning, under the oversight of the Early Learning Board needs the resources to continue their work towards developing and implementing a system for access to quality Early Childhood Education experiences for children and families. EOEL has already done the work to create relationships with the public and private providers of child care for families and understands the diversity of access opportunities that families want, need and deserve.

Additionally, though I understand that the primary goal of this legislation as part of the larger economic development package is to create more workers, which requires child care options for families, I am not comfortable with the lack of requirements in this legislation for quality early childhood education experiences for ALL children. There needs to be standards maintained for the training of child care workers, health and safety of facilities, and developmentally appropriate pedagogy for children.

Lastly, there simply is not enough qualified early childhood educators available to provide child care for every child not currently served. I understand that this is an issue to be addressed in the implementation plan, but I believe there also needs to be resources in this legislation to support workforce development.

Thank you

HB-2543-HD-1

Submitted on: 3/10/2020 5:36:07 PM

Testimony for EDU on 3/11/2020 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Bryson Hoe	Testifying for Oihi TV	Support	No

Comments:



Maui Family Support Services, Inc.

Strengthening Children and Families in Maui County for over 39 Years!

March 10, 2020

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

Subject: HB 2543 HD1 RELATING TO ACCESS TO LEARNING
Hearing Date: March 11, 2020
Time: 2:45 p.m.
Location: Conference Room 229, State Capitol

I am Edeluisa Baguio-Larena, Chief Executive Officer of Maui Family Support Services, Inc. Thank you for this opportunity to offer comments and concerns on this bill.

The intent of the bill to expand the capacity, resources, and flexibility of childcare facilities BUT the bill does not address challenging areas that early childhood providers like our agency are face with.

First, we have a difficult time finding qualified people to work in our Early Head Start child development centers and other child development programs. Although the need is greater than our capacity, as evidenced by our waitlists, and we would like to expand in the future, our State need to promote the early childhood profession by providing incentives (such as better pay, support for professional development) for incoming workforce to go into this field and stay in the field.

Second, the bill's intent to create a new Early Learning Coordinator seems duplicative for me as the State already has an Office on Early Learning (EOEL). The EOEL has a Director position that is working closely with various public and private entities to build a comprehensive early learning system in our State with guidance from the Early Learning Board.

Third, instead of creating a new plan to expand capacity and resources, I would recommend for the Committee on Education to look at the 10-year plan that was developed by EOEL. It took a long time to develop this plan. If HB2543 is passed, I can imagine a long process will be needed to get it started. Why not funding a plan that is already developed with the participation of many early childhood partners in our State?

Thank you for your time and consideration,

E. Baguio-Larena

Edeluisa Baguio-Larena

**Administrative Office
& Kupukupu
Child Development
Center:**
1844 Wili Pa Loop
Wailuku, HI 96793
Phone: (808) 242-0900
Fax: (808)249-2800

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Phone: (808) 553-8114
Fax: (808) 553-8115

Lana'i Office:
730 Lana'i Ave #109
P.O. Box 631043
Lana'i City, HI 96763
Phone: (808) 565-7484





Maui Family Support Services, Inc.

Strengthening Children and Families in Maui County for over 39 Years!

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Lanai City, HI 96763
Phone: (808) 565-7484



HB-2543-HD-1

Submitted on: 3/10/2020 8:38:52 PM

Testimony for EDU on 3/11/2020 2:45:00 PM



Submitted By	Organization	Testifier Position	Present at Hearing
Keiki Kawaiaea	Individual	Support	No

Comments:

E nÄ• kenekoa o ke kÄ• mike EDU a me ke kÄ• mike WAM, aloha 'oukou;

Preschool provides essential support in the preparation and early development of a child's life. We all know how critical and impactful this period of development is in the overall education of our children. HB2543 HD! is an important piece of legislation that address the early learner needs of children by providing an array of support to have all 3 and 4 year olds in preschool by 2030.

Included in the bill is the appropriation of funds for new Hawaiian language immersion pre-kindergarten classrooms. These classroom spaces are to be located at UHH Ka Haka 'Ula O Ke'elikÄ• Iani College of Hawaiian Language. The college has many young parents learning Hawaiian and this space would support the growing of the family unit as Hawaiian speaking families.

In addition, the college has the only Hawaiian medium early education certificate where Hawaiian medium curriculum and pedagogy can be practiced and further developed with Hawaiian speaking students entering the education field. These classrooms can also be used in the training of new Hawaiian medium early education teachers through its Kahuawaiola Indigenous Teacher Education program which prepares teachers for Hawaiian immersion settings, a critical teacher shortage area. Kahuawaiola prepares teachers for Hawaiian immersion professional licensure solely through Hawaiian a state and federal critical teacher shortage area.

I humbly ask you to support HB2543 HD1 in its entirety and extend my sincerest mahalo for your support to fully fund the bill and its intent.



LATE

March 10, 2020

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

Re: HB 2543, HD 1: Strong Support

Aloha Chair Kidani, Vice Chair Kim and Committee Members:

Aloha Harvest supports HB 2543, HD 1 which sets the important and bold goal of enrolling 100 percent of all three-, four- and late born five-year-old children in an early learning program by the year 2030. The Proposed HD1 would establish a cabinet-level Early Learning Coordinator who would lead and coordinate all childcare and early learning programs across the various departments and offices. This bill would also provide the financial resources and organizational changes to start fulfilling the vision of high-quality, affordable early education for all keiki.

The ALICE® Report, released by Aloha United Way in 2018, shows that 47% of Hawaii residents are not financially stable. ALICE is an acronym standing for Asset Limited Income Constrained Employed and the report provides insight into the plight of those living above the federal poverty level but below a self-sufficient income. Childcare is a major expense for ALICE families. The monthly cost of childcare is approximately the same as monthly rent – as a matter of fact, childcare is more expensive than the housing on Kauai and Hawaii Island. Universal early learning opportunities for our 3 and 4 year-olds would provide our ALICE families a win-win-win. Childcare costs would decrease, parents would be able to work to add to family income and the children would benefit from the early exposure to learning which has been proven to increase long term educational achievement.

Early childhood learning is vital to the healthy development of all children, yet 54 percent of 3- and 4-year-olds in Hawai'i — approximately 20,000 keiki — are not enrolled in nursery school, preschool or kindergarten. Although efforts have been made to increase the availability of affordable preschools, at the current pace, it will take 47 years to ensure all of Hawai'i's children have access to early childhood learning. We must do better for our keiki – they are our future.

Finally, when combined with other pending legislation intended to stabilize the ALICE population, the cumulative effect will be a substantial increase in the financial health of our community.

Thank you for the opportunity to submit testimony. We urge your favorable consideration of HB 2543, HD 1.

Sincerely,

"Phil" Augustus Acosta
Aloha Harvest, Executive Director
phil@alohaharvest.org
(808) 208-4307



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

96 Pu'uhonu Place
 Hilo, HI 96720
 (808) 935-4304
 (808) 969-7512
 ahapunanaleo.org

Date: Wednesday, March 11, 2020
 Time: 2:45 P.M.
 Place: Conference Room 229

Testimony of 'Aha Pūnana Leo
 A 501(c)(3) Educational Organization
 Dedicated for over 35 Years to the Revitalization of the Hawaiian Language

Ka Papa Alaka'i
Board of Directors

Aloha, Chair Kidani, Vice Chair Mercado Kim and members of the Committee on Education,

Kauano'e Kamanā
 Pelekikena

My name is Ka'iulani Laehā, CEO of 'Aha Pūnana Leo, Inc.

'Alohilani Rogers
 Kākau'Ōlelo

The 'Aha Pūnana Leo **SUPPORTS HB2543 HD 1** which is part of the State's early childhood plan to provide access to child care and early learning opportunities to all newborn to five-year-old children in the State.

Larry Kimura

We provide **comments** to SECTION 10. Page 16 line 10 of 346- Preschool open doors program; provider accreditation; adding after "...approved by the director" ... such as the World Indigenous Nations Higher Education Consortium for Hawaiian language medium preschool education.

William H. Wilson

Ki'ope Raymond

Huilau Wilson

Keawe Lopes

The World Indigenous Nations Higher Education Consortium (WINHEC) is an international authority that fosters quality assurances and supports programs in examining their own goals, operations and achievements based on indigenous people's philosophies and worldviews. The 'Aha Pūnana Leo statewide preschool system received the world's first accreditation of an early education program conducted through the endangered and indigenous Hawaiian language. WINHEC is also recognized by the state's Hawai'i Teacher Standards Board for teacher preparation programs indigenous and culturally-focused units.

Ka Luna Ho'okele
Chief Executive Officer

Ka'iulani J.K.N. Laehā

As one of two official languages of the State of Hawai'i, Hawaiian language medium addresses the responsibility of the State to provide an education in the official language of Hawaiian, as it exists in English.

Ka Luna Ho'okō
Chief Operating Officer

K. Sean Kekina

The 'Aha Pūnana Leo is the sole statewide private provider of early learning in the Hawaiian medium of Hawaiian. HB2543_HD1 will allow for the access and growth of Hawaiian language medium early childhood education programming.

Nā Papahana
Pūnana Leo
Pūnana Leo Programs

The 'Aha Pūnana Leo was established in 1983 to revitalize and normalize 'ōlelo Hawai'i, Hawaiian language, through the Pūnana Leo preschool model of full Hawaiian language medium environments. Today there are 12 preschool program sites and 2 infant toddler program sites. The Pūnana Leo are located on Hawai'i, Maui, Moloka'i, O'ahu and Kaua'i.

Aukukui

Mahalo for giving me this opportunity to provide testimony in support of HB2543 HD 1.

Hale Kīpa 'Ōiwi

Mahalo,

Kula Kamali'i


 Ka'iulani Laehā

Pūnana Leo o Hilo

Pūnana Leo o Honolulu

Pūnana Leo o Kaua'i

Pūnana Leo o Maui

Pūnana Leo o Moloka'i

Pūnana Leo o Wai'anae

Pūnana Leo o Kona

Pūnana Leo o Waimea

Pūnana Leo o Mānoa

Pūnana Leo o Ko'olau Poko

Pūnana Leo o Lahaina

Pūnana Leo o Hāna

LATE

HB-2543-HD-1

Submitted on: 3/11/2020 2:44:09 PM

Testimony for EDU on 3/11/2020 2:45:00 PM

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

Comments:

Kidani1 - Nicholas

From: Kidani1 - Nicholas
Sent: Thursday, March 12, 2020 9:43 AM
To: Kidani2 - Felicity
Subject: FW: support HB2543HD1(HSCR 961-20)

From: William Wilson <wilsonwi@hawaii.edu>
Sent: Tuesday, March 10, 2020 7:23 AM
To: Sen. Michelle Kidani <senkidani@capitol.hawaii.gov>
Subject: support HB2543HD1(HSCR 961-20)

Aloha Senator Kidani and members of the Senate Education Committee,

My name is Dr. William H. Wilson. I am a professor at Ka Haka 'Ula O Ke'elikōlani College of Hawaiian language and have served on voluntary boards for charter schools, the 'Aha Pūnana Leo Hawaiian medium preschools and on planning committees for the 'Imiloa Astronomy Center.

I urge passage of HR2543 HD1 HSCR 961-20 as amended by the House and with any amendments asked for by 'Imiloa as appropriate.

I support the entire bill, however, I want to emphasize the importance of the provisions for distinctive development of Hawaiian medium early education through the resources of our Hawaiian language college established by the state legislature in 1997 for purposes such as development of distinctive Hawaiian language medium education for the state.

A particular area of expertise of mine is in the development of Hawaiian medium early education. I have done research into differences between use of Hawaiian and English for early literacy, mathematics and socialization of children. I have published research into teaching reading through Hawaiian. I have also contributed to the development of the

Hawaiian medium early education teacher certification pathway here at our college, the only one that exists in the state.

The Hawaiian language medium education provisions of this bill will facilitate my support of Hawaiian language medium education statewide along with the other distinctive Hawaiian language medium education expertise located here at the UH Hilo campus. The 'Imiloa provisions give unique strengths in moving university expertise out into the community and beyond.

I strongly urge passage of this bill with the Hawaiian language medium provisions focused on use of resources of the UH Hilo Hawaiian language college and the 'Imiloa Center.

Kidani2 - Felicity

From: L Elento <iliked3@rocketmail.com>
Sent: Wednesday, March 11, 2020 4:45 PM
To: EDU Testimony
Cc: Sen. Michelle Kidani
Subject: HB2543 HD1 Access to Learning Comments
Attachments: Senator Akaka IDEA Part C 04-21-06.pdf

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

From: Linda Elento, Individual

Thank you for the opportunity to provide comments for HB2543 HD1, to consider:

1. Including an exception to age and certain requirements that would have a disparate impact on young children with disabilities and their families so they may have a CHOICE to be included in preschool programs and activities considered developmentally-appropriate to the individual child with a disability.
2. Considering the flexibility the state has been given by the federal IDEA law to continue providing early intervention services (currently through the Department of Health) in lieu of special education preschool, when a student becomes eligible for special education, as reasoned in the attached letter I received from US Senator Daniel Akaka in 2006, for a seamless zero-to-five program that, for some, the goal would be to eliminate the need for special education upon entering elementary school.

I first gave testimony here at the Capitol in support of the Open Doors program. Our families need financial assistance for their keiki to participate in preschool programs and other developmentally-appropriate activities, as they choose for different reasons, religious and family values, and preference.

Young children with disabilities choice to, not a system that continues to be built on separating these children in order to provide any support, and a system that has rules and policies that prevent them from being included, such as age.

Children with developmental disabilities such as Down syndrome can participate in preschools and normal activities that are considered typical, but based on a younger developmental age, along with support services or therapies.

New statutes must be written as to not include restrictions that end up preventing children with disabilities from being included and their families from having choices.

03-11-2020