



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

Date: 04/05/2019
Time: 10:00 AM
Location: 211
Committee: Senate Ways and Means

Department: Education

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

Title of Bill: HB 0921, HD2, SD2 PROPOSED RELATING TO EDUCATION.

Purpose of Bill: Defines the roles and responsibilities of the executive office on early learning and the department of education as they relate to the implementation of the public prekindergarten program. Establishes the executive office on early learning as the administrative authority for state funded prekindergarten programs and a support for and with the department of education special education, Title I, and private partnership funded prekindergarten programs to ensure high quality early education programs in department of education school classrooms. Ensures that agreements and services are clearly articulated in a memorandum of understanding between the executive office on early learning and the department of education, including a resolution protocol to settle disputes should either party not be able to come to an agreement. Establishes reporting requirements. Authorizes the state public charter school commission to establish and fund charter school prekindergarten classrooms. Appropriates funds. Effective 7/1/2050.(Proposed SD2)

Department's Position:

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

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

While the SD2 language may require refining, DOE and EOEL respectfully would appreciate the funding support to add 22 new public PreK classrooms to the EOEL Public Pre-K Program. DOE has conducted initial facilities assessments and EOEL, School Principals and Complex Area Superintendents are ready to implement these 22 classrooms.

Thank you for the opportunity to submit testimony.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.



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

ON THE FOLLOWING MEASURE:

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

BEFORE THE:

SENATE COMMITTEE ON WAYS AND MEANS

DATE: Friday, April 5, 2019

TIME: 10:00 a.m.

LOCATION: State Capitol, Room 211

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

Chair Dela Cruz and Members of the Committee:

The Department of the Attorney General provides the following comments.

The purposes of this bill are to: (1) define the roles and responsibilities of the Executive Office on Early Learning (EOEL) and the Department of Education (DOE) as they relate to the implementation of the public prekindergarten program; (2) establish the EOEL as the administrative authority for state-funded prekindergarten programs and a support for and with the DOE special education, Title I, and private partnership funded prekindergarten programs to ensure high quality early education programs in DOE school classrooms; (3) ensure that agreements and services are clearly articulated in a memorandum of understanding between the EOEL and the DOE, including a resolution protocol to settle disputes should either party not be able to come to an agreement; (4) establish reporting requirements; (5) authorize the State Public Charter School Commission (SPCSC) to establish and fund charter school prekindergarten classrooms; and (6) appropriate funds.

Section 4 of this bill, on page 9, lines 6 – 11, and section 5 of this bill, on page 10, line 21, through page 11, line 5, establish that all state-funded prekindergarten programs, except for special education, Title I, and private partnership funded prekindergarten programs, shall be delineated in a memorandum of understanding between EOEL and DOE. Section 4 of this bill, on page 9, lines 11 – 14, and section 5 of this bill, on page 11, lines 5 – 8, establish EOEL's administrative authority over all

state-funded prekindergarten programs, except for special education, Title I, and private partnership funded prekindergarten programs. However, section 15 of the bill, on page 30, lines 14 - 15, authorizes the SPCSC to establish and fund charter school prekindergarten classrooms. SPCSC charter school prekindergarten classrooms may be state-funded. If it is the Legislature's intent for SPCSC charter school prekindergarten classrooms to be independent of EOEL's administrative authority, we recommend adding "charter school prekindergarten classrooms" to the list of prekindergarten programs the EOEL does not have administrative authority over.

Further, we recommend changing the reference to an "individualized education plan" on page 17, line 12, to "individualized education ~~plan~~ program" to be consistent with the Individuals with Disabilities Education Act.

Additionally, DOE prekindergarten programs are considered programs within a school and are currently exempt from the Department of Human Services (DHS) child care licensing standards, sections 346-151 through 346-177, Hawaii Revised Statutes (HRS), pursuant to section 346-152(a)(3), HRS. Because this bill "clearly establishes the [EOEL] as the administrative authority for state-funded prekindergarten programs," EOEL prekindergarten programs will no longer be interpreted to be DOE prekindergarten programs. Therefore, the EOEL prekindergarten programs would not fall under the DOE's exemption from DHS' child care licensing standards. If the Legislature intends to maintain the status quo for EOEL prekindergarten programs related to child care licensing standards by not requiring the EOEL classrooms to be licensed by DHS, we recommend adding an exemption for EOEL prekindergarten programs under the DHS child care licensing standards in section 346-152, HRS.

Thank you for the opportunity to provide testimony.

DAVID Y. IGE
GOVERNOR



JOHN S.S. KIM
CHAIRPERSON

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

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

FOR: HB 921 HD2 SD1 Proposed SD2 Relating to Education
DATE: April 5, 2019
TIME: 10:00 A.M.
COMMITTEE: Committee on Ways and Means
ROOM: Conference Room 211
FROM: Sione Thompson, Executive Director
State Public Charter School Commission

Chair Dela Cruz, Vice Chair Keith-Agaran, and members of the Committee:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony in **SUPPORT of HB 921 HD2 SD1 Proposed SD2**, specifically Part VII of the proposed Senate Draft 2 which provides the Commission with the authority to establish and fund charter school prekindergarten classrooms and appropriates funds to the Commission to fund prekindergarten classrooms in state public charter schools.

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

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

Thank you for the opportunity to provide this testimony.



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

April 4, 2019

TO: Senator Donovan M. Dela Cruz, Chair
Senator Gilbert S.C. Keith-Agaran, Vice Chair
Senate Committee on Ways and Means

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: **Measure:** H.B. No. 921, Proposed S.D. 2 – Relating to Education
Hearing Date: April 5, 2019
Time: 10:00 a.m.
Location: Room 211

Bill Description: Defines the roles and responsibilities of the executive office on early learning and the department of education as they relate to the implementation of the public prekindergarten program. Establishes the executive office on early learning as the administrative authority for state funded prekindergarten programs and a support for and with the department of education special education, Title I, and private partnership funded prekindergarten programs to ensure high quality early education programs in department of education school classrooms. Ensures that agreements and services are clearly articulated in a memorandum of understanding between the executive office on early learning and the department of education, including a resolution protocol to settle disputes should either party not be able to come to an agreement. Establishes reporting requirements. Authorizes the state public charter school commission to establish and fund charter school prekindergarten classrooms. Appropriates funds. Effective 7/1/2050.

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

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

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

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

Thank you for the opportunity to submit testimony.



STATE OF HAWAII
WAI'ALAE ELEMENTARY PUBLIC CHARTER SCHOOL
1045 NINETEENTH AVENUE
HONOLULU, HAWAII 96816

April 3, 2019

TO: The Honorable Donovan Dela Cruz, Chair
Members
Senate Committee on Ways and Means

FROM: Lianna Lam, Chair, Governing School Board
John Constantinou, CEO/Head of School
Wai'alaie Elementary Public Charter School

RE: House Bill 921, Proposed SD2

We write in strong support of this measure, which among other things would provide the state funding and the authority for the Hawaii State Public Charter School Commission to help sustain existing high-quality preschool programs in Hawaii's public elementary charter schools.

Wai'alaie Elementary is among the charter schools proudly contributing to meeting this urgent need for our state with the help of the federal Preschool Development Grant that was obtained by the Commission but that is currently in its last year. The impact of our pre-K program on the youngest keiki we serve has been powerful, as high-quality early learning programs always are, and it is highly valued by their income-eligible families and by our entire school community.

Earlier this year, with the financial outlook for the pre-K program uncertain, the Wai'alaie governing school board warned our school community that the program would be discontinued next year in the absence of continued funding. We are very grateful to the Legislature and the Governor for their leadership in preserving and expanding such desperately needed preschool opportunities in Hawaii. With the outlook now more favorable, the governing school board has decided to move forward on continuing the program. The school is accepting applications for next year, while cautioning interested families, staff, and the wider school community that all eyes still are on the Legislature for the final outcome.

We urge the committee to support this impactful investment in our children and thank the members for your consideration.



TO: Chair Dela Cruz, Vice Chair Keith-Agaran, and Members of the Senate Committee on Ways and Means

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

DATE/LOCATION: April 5, 2019; 10:00 a.m., Conference Room 211

RE: COMMENTS FOR HB 921 HD 2 SD 1– RELATING TO EARLY CHILDHOOD EDUCATION

We wanted to provide comments HB 921 HD 2 SD1. We appreciate the focus on increasing access to early learning.

As a provider of Head Start and Early Head Start programs on Oahu and Hawaii Island we understand the importance of having administrators who are grounded in educational best practices and specifically early childhood. Data shows that high-quality care and education during the earliest stages of a child’s development provides a critical foundation for later educational and life success. Early childhood is a particularly critical time in a child’s development and expert care needs to be placed on developing age-appropriate curriculum, structures and strategies that address the needs of our youngest learners. **The Hawaii Executive Office of Early Learning has shown great leadership in providing the ongoing expertise and training necessary to develop classroom environments, curriculum and qualified staff needed specifically at the preschool level. Their continued growth and leadership in this area has the ability to further improve the quality early childhood opportunities for our keiki.**

Early childhood education is a critical need in Hawaii and moving forward we will need administrators dedicated to focusing on expanding our public preschool program as well as maintaining the highest standards so that all keiki have access to high-quality early care and education opportunities. EOEL was created to focus on this critical need in our state and they are committed to continuing to work with the Department of Education, communities and preschool providers across the state to ensure that we can continue to serve increasingly more families particularly in neighborhoods of greatest need.

We support increased access for Early Learning.

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

- Whereas over \$27,000,000 in federal funds come to Hawaii, which represents one of the largest sources of dedicated early learning funding for those most in need.
- Whereas Head Start providers continue to rely on strong partnerships with the Department of Education and the Executive Office of Early Learning.

We ask that any legislation note the above and take into consideration that, while the intent is to increase access, any disruption to current relationships could cause reduction to service levels for children and families. For example, displacement of Head Start classrooms from DOE campuses will cause a reduction in the number of children served, especially those who are most in need. SB 78 SB 2 HD 2 also provides the language for housekeeping of early learning which we have provided testimony.

In order to be able to reach and serve all our keiki, it is critically important that we continue to support all early learning providers—the State, Head Start and Early Head Start providers, Charter Schools, Family Child Care Homes, Family Friend and Neighbor care, Family-Child Interactive Learning programs, Private preschools and more. All early care and learning providers play a critical role in making early care accessible and affordable for Hawaii’s families. For example, currently, over \$27,000,000 in Federal Head Start Funds come to Hawaii. This is a significant investment in early learning in Hawaii and must be considered as part of the overall strategy. We thank the legislature for your continued support of early learning in our State. Our keiki are the greatest investment we can make for the future of Hawaii.

Also, we support the funding of the Charter Preschools listed in this bill.

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 comments for **HB 921 HD 2 SD1**, please contact me at (808) 847-3285 or rkusumoto@pacthawaii.org if you have any questions.



Aloha United Way

April 3, 2019

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

Senator Donovan M. Dela Cruz, Chair Committee on Ways and Means
Senator Gilbert S. C. Keith-Agaran, Vice Chair, Committee on Ways and Means

HB 921, HD2, SD1 Relating to Education – **SUPPORT**
April 5, 2019; Hearing Time 10:00 AM; Conference Room 211

Honorable Chairs, Vice Chairs & Committee Members:


Thank you for the opportunity to provide testimony in strong support of HB 921, HD2, SD1 which will provide funding and clarification of the responsibilities for the State-funded prekindergarten program.

HB 921, HD2, SD1 clearly establishes the Executive Office on Early Learning as the administrative authority for State-funded prekindergarten programs, except for special education and Title I-funded prekindergarten programs. It requires the Department of Education in its implementation of Title I-funded prekindergarten classrooms to adhere to certain quality standards and work with the Executive Office on Early Learning. Defines the roles and responsibilities of the Executive Office on Early Learning and Department of Education as they relate to the Executive Office on Early Learning Public Prekindergarten Program. It also provides funding for the existing 18 prekindergarten classrooms.

Early childhood education is a critical need in Hawaii and moving forward we will need administrators dedicated to focusing on expanding our public preschool program as well as maintaining the highest standards so that all children have access to high-quality early care and education opportunities. EOEL was created to focus on this critical need in our state and they are committed to continuing to work with the Department of Education, communities and preschool providers across the state to ensure that we can continue to serve increasingly more children.

Aloha United Way urges your favorable consideration of HB 921, HD2, SD1.

Sincerely:


Cindy Adams
President & CEO



KAMEHAMEHA SCHOOLS®

Committee: Senate Committee on Ways and Means

Date: Friday, April 5, 2019

Time: 10:00 am

Place: Conference Room 211

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

RE: *HB 921, HD2, SD1, Proposed SD2 to include Authorization of the State Public Charter School Commission to Establish and Fund Public Charter School Prekindergarten Classrooms (Part VII)*

Aloha Chair Dela Cruz and Committee Members,

Mahalo for the opportunity to comment on this Bill.

Every child deserves a quality public prekindergarten education. Yet, forty percent of Hawai'i's keiki are unable to attend prekindergarten because Hawai'i lacks access, capacity, and affordability for many of our families. Our keiki and families urgently need more public prekindergarten classrooms.

We **support the portions of this Bill** that provide appropriations for the proposed 22 additional classrooms and the continuation of the 18 existing charter classrooms; every seat is critical and can transform the life of another child, no matter which State Department is administering the program.

We believe our State can deliver successful public prekindergarten programs, if these elements are present:

- **Quality**. There must be quality in all public prekindergarten programs. This is covered in Act 202 (2017), which provides ELB with the “power, in accordance with the law, to formulate statewide policy related to early learning.” Thus, there is no need for further legislation; the Early Learning Board (ELB) is already well-positioned to set quality standards via board policy for all public prekindergarten in accordance with this Act 202, and any State Department operating a prekindergarten program must adhere to these standards.
- **Collaboration**. Various State Departments are needed to deliver public early learning education. The determination of roles and responsibilities for this delivery should be resolved professionally between Departments, as collaborators and educators, and adjusted as situations demand.
- **Sustainability**. State funding is necessary. If early learning is indeed a priority, a commitment to sustained funding, such as through the weighted student formula, should follow suit.

We do not believe this Bill (Parts I-VI) adequately addresses these elements. It ignores that the ELB can dictate quality standards without having to operate all programs; it does not allow Departments to determine roles and responsibilities through collaboration; and it does not provide financial sustainability. For these reasons, we **oppose the portions of this Bill** that do not adequately address these elements.

Notwithstanding this position, we remain hopeful that the Legislature and the Departments involved can and will find positive solutions during this Legislative Session, so that our keiki can take their seats in those new prekindergarten classrooms they so deserve. Kamehameha Schools stands ready to continue its support of the Legislature and the Departments in a collective effort toward this very important end.

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.

HB-921-SD-1

Submitted on: 4/4/2019 9:49:02 AM

Testimony for WAM on 4/5/2019 10:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Yan Yan Imamura	Individual	Support	No

Comments:

HB-921-SD-1

Submitted on: 4/2/2019 5:46:24 PM

Testimony for WAM on 4/5/2019 10:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Alyssa Palacsá	Individual	Support	No

Comments:

HB-921-SD-1

Submitted on: 4/3/2019 6:10:33 AM

Testimony for WAM on 4/5/2019 10:00:00 AM

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

Comments:

CHAIR OF THE HOUSE OF REPRESENTATIVES
THIRTEENTH LEGISLATURE, 2019

HB 921

Friday April 5, 2019

ROOM 211 @ 10:00 AM

My name is Taryn and I am a student in the Bachelor's of Social Work Program at UH Mānoa and planning on becoming a school social worker in an elementary school. I am testifying on the measure of Relating to Education in terms of addressing the importance of establishing the executive office's responsibilities of implementing the state-funded prekindergarten high-quality education programs. I am in favor of this bill being passed because there is a need for these programs to help Hawai'i's youth become exposed to the positive benefits on their physical, cognitive, linguistic, social, emotional, and economic outcomes that these programs have been proven to offer.

I am in favor of this bill being passed because I see the benefits of setting the children of Hawai'i up for the best possible way for their academic future. I have been working with the YMCA for the past two years for the after school care program and am currently the leader of the third graders. Through this experience, I have worked many with children who are not able to complete their homework without the one-on-one assistance which is not always available through the after school care program. Therefore, I feel that the implementation of these high-quality programs will aid in giving the students the tools/resources that are needed for them to succeed in their academic career at an earlier age. The passing of this bill will also ensure that the executive office will be in charge of all state-funded prekindergarten programs which will provide consistency for all children throughout the state of Hawai'i which is very important because it ensures an equal opportunity for all children.

In closing I believe this bill should be passed as the tools that would be made available to students through these programs are much needed. I feel that with implementing these state-funded prekindergarten high-quality education programs, it will be able to provide a foundation for kids physically, cognitively, linguistically, socially, emotionally, economically, and academically throughout the state of Hawai'i. Thank you for your time.

TESTIMONY BEFORE THE SENATE WAYS AND MEANS COMMITTEE

PERSON TESTIFYING: Robyn S. B. Chun

DATE: Friday, April 5, 2019

TIME: 10:00 AM

LOCATION: State Capitol Conference Room 211

TITLE OF BILL: HB 921, HD2, SD2 (PROPOSED) RELATING TO EDUCATION

Honorable Chair, Dela Cruz, Vice Chair, Agran, and Committee Members English, Harimoto, Inouye, Kahele, Kanuha, Kidani, Moriwaki, Riviere, Shimabukuro, Taniguchi, Fevella

I support the intent of HB921, HD2, SD2 and offer comments on how this bill might be strengthened. I also offer concerns for the committee to consider in your funding deliberations.

I appreciate the forward thinking of our state lawmakers. Supporting early learning is a long term investment in the well-being of our state. The revisions made to HB921, HD2, SD 2 strengthen this bill by:

- clearly designating the Executive Office of Early Learning in spearheading early learning system building efforts across entities serving children Pre-Birth through age 5 and their families;
- providing needed clarity about the expected relationship between the HDOE and EOEL and their respective responsibilities;
- communicating the legislature's expectations with regard to processes, structures, and accountability measures that ensure quality across state PreK programs; and,
- sustaining funding for the 18 Charter School PreK classrooms that established with US Preschool Development Grant funding that is set to expire after this year.

I am concerned about possible inequities that could occur with regard to privately financed PreK classrooms. The current revision of the bill omits requirements for the same provisions to ensure sustained quality in these classrooms as are in place for public funded PreKs. I respectfully ask that the committee consider including the following revisions to the bill:

- standards and policies to ensure quality consistent with the expectations for public PreK settings and similar expectations to finance support for teachers and principals in schools where new PreK classrooms are privately funded;
- reporting and accountability requirements as are expected for public PreK settings;
- clarity on consultation that will take place with other providers in the area before opening private funded PreKs in order to mitigate negative impacts on existing birth - 5 programs such as Head Starts, FCILS, Language Immersion school and DHS licensed providers; and,

- an intentional plan to sustain PreK classrooms and support teaching staff and administrators after the point when private funders withdraw funding.

I am also concerned that the legislature address a growing crisis in the early childhood workforce. How will we recruit, retain and grow the workforce needed if we only fund increased expansion of programs and not the preparation of the practitioners we will need to staff them? The state already has a shortage of early educators in various early learning settings (Head Starts, FCILs, child care). Currently, only about 26% of the existing public PreK teachers and educational assistants have completed appropriate specialized coursework and credentials consistent with national expectations.

In the 2018-2019 academic year, the University of Hawai‘i was able to help support workforce development by administering \$226,000 in tuition stipends funded through the US Preschool Development Grant. Together with increased Castle Foundation scholarships, this greatly assisted practitioners statewide in working towards credentials in early childhood education. Over 52% of these were in the non-profit sector, where the average wages are typically about 40% lower than public school teachers. 62% of the USPDG tuition stipend recipients resided on neighbor islands, where the need is greatest. However, the grant ends this July. If the state doesn’t invest in a plan to sustain workforce development, we will compromise the quality of all our programs for young children.

I caution policymakers and private funders and ask that you consider the infrastructure needed to pave the way for successful expansion, whether this be PreK, or other areas across the Birth-8 spectrum. I humbly ask that the legislature invest in the workforce development efforts requisite to a robust, high-quality early learning system. This is a national issue, but especially acute in Hawai‘i where our cost of living is high and students in early childhood education cannot pursue their educational goals without support, especially knowing that they will not earn wages equivalent to other comparably credentialed graduates.

Many other states have made significant progress in workforce development and we would do well to also consider the National Academy of Sciences (2018) *Transforming the Financing of Early Care and Education* recommendations when planning for program expansion. <https://www.nap.edu/resource/24984/ECE%20Policymakers.pdf>

Thank you for the opportunity to offer testimony and for your steadfast support for early learning.

Robyn S. B. Chun, M.Ed.
Director, Graduate Early Childhood Education Programs
College of Education, University of Hawai‘i at Mānoa

HB-921-SD-1

Submitted on: 4/2/2019 12:59:14 PM

Testimony for WAM on 4/5/2019 10:00:00 AM

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

Comments:

As an early childhood educator, I strongly support HB921. This is a critical time for Hawai'i's youngest keiki and their education and it is the EOEL which ensures they are receiving the best early education. Hawai'i currently lags behind much of the rest of the country in regards to providing quality, universal PreK education and the EOEL is a huge step in closing this educational gap. Our keiki are the greatest investment we can make for the future of Hawai'i and the EOEL plays a vital leadership role to ensure that all families and children have access to quality early education.

Research has shown that high quality education during the earliest stages of a child's development provides an important foundation for later educational and life-long success. Additionally, early childhood is a special and unique time in a child's development and it is of great importance that Hawai'i provides expert care, age-appropriate curriculum and learning strategies by qualified educators who have a foundational knowledge based in early child development.

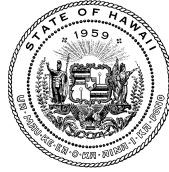
The misconceptions that currently exist regarding any type of overlap between the DOE and EOEL as wasteful or unnecessary are based in a misunderstanding of the specialized knowledge and education required when working with our youngest keiki. Therefore, it is of utmost importance that we continue to support the autonomy of the EOEL to work in collaboration with other education administrators, particularly at this time when Governor Ige is looking to expand the preschool program throughout Hawai'i.

The EOEL has (and should continue) provided support and training necessary to build developmentally appropriate classroom environments, curriculum and qualified staff required to address the needs of our youngest keiki. Therefore, I respectfully urge the committee to support HB921 and to invest in the education of Hawai'i's youngest children, and thereby investing in our collective future.

Mahalo piha,

Kali M. Linder, M.Ed

Preschool Kumu, He'eia O'ahu



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

Senate Committee on Ways and Means

Friday, April 5, 2019
10:00 a.m.
Hawaii State Capitol, Room 211

House Bill 921, House Draft 2, Proposed Senate Draft 2, Relating to Education

Dear Chair Dela Cruz, Vice Chair Keith-Agaran, and Members of the Committee:

The Board of Education ("Board") appreciates the intent of, and would like to provide comments on, HB 921 Proposed SD2, which would, among other things, define the roles and responsibilities of the Executive Office on Early Learning ("EOEL") and the Department of Education as they relate to public prekindergarten programs, authorize the State Public Charter School Commission ("Commission") to establish and fund charter school prekindergarten classrooms, and appropriate funds for early childhood education programs administered by EOEL the Commission to establish and fund charter school prekindergarten classrooms.

The Board is pleased that the Department and EOEL have committed to work together collaboratively and encourages these agencies, as well as the Commission, to continue collaborating to connect and align all early learning and kindergarten programs to ensure seamless, high-quality early education for all children. **In light of this important commitment to collaboration, the Board respectfully supports funding to expand public prekindergarten classrooms as requested by EOEL, the Department, and the Commission.**

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

Very truly yours,

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

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

Date: April 4, 2019

RE: **Comments for HB 921 HD 2 SD 1**

The Early Childhood Action Strategy (ECAS) is a statewide public-private collaborative designed to improve the system of care for Hawai'i's youngest children and their families. ECAS brings together government and non-governmental organizations to align priorities for children prenatal to age eight, streamline services, maximize resources, and improve programs to support our youngest keiki.

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

A qualified workforce is critical to ensuring quality pre-k programs and as many in the field know, this is an area Hawai'i needs to prioritize. We know there is currently a shortage of qualified early childhood practitioners and without supporting the infrastructure, expansion efforts may compromise the quality of services provided to keiki and families. The creation of EOEL provides government-wide authority to guide the development of a comprehensive and integrated statewide early childhood development and learning system. At its inception, the 2014-15 school year had 20 classrooms at 18 schools statewide with a capacity to service 360 keiki. The program has since expanded to 26 classrooms with a capacity to service 520 keiki. At the end of the 2017-18 school year, more than 9 out of 10 children participating in the program met and/or exceeded expectations in all areas of development and learning. Moreover, EOEL is working intently in collaboration with its public and private partners to continue increasing access for our keiki while ensuring the outcomes that are associated with early learning. EOEL is particularly intentional on ensuring children receive quality education by supporting teachers and principals through their Early Learning Induction process to assess implementation readiness, and professional development opportunities provided through the Early Learning Academy. This intentional effort focuses on growing the infrastructure that then supports the expansion of programs. Without it, quality is compromised.

EOEL has also been intentional in working with existing community partners to ensure expansion does not compromise slots. We know that even though expansion may be well-intended, it has adversely impacted existing slots. HCAP Head Start is the largest early childhood education provider on the island of Oahu providing comprehensive services to over 1,500 children across 77 classrooms on the island. About 260 of those slots are filled with children in classrooms along the Wai'anae coast. The potential impact of adding 20 plus pre-k classrooms to the Wai'anae coast sounds admirable, but may jeopardize existing slots and be detrimental to the 13 classrooms that already exist on the coast. ECAS strongly encourages this committee to align with EOEL's intentional efforts and to leverage federal funds through programs that already exist rather than build new programs that may jeopardize existing slots.

We also suggest amending HB 921 HD 2 SD 1 to remove “private partnership funded prekindergarten program” from sections “302A-1128 department powers and duties” and “302A-1202.6 Weighted Student Formula”. Allowing private partnership funded prekindergarten programs that may not align with quality standards and components developed by EOEL may result in a fragmented early learning system and minimize options available to families.

ECAS understands rapid expansion is a priority for some community partners and if we look to other states as models, many have partnered with private sector early learning programs to achieve that. Hawai'i has a plethora of existing early learning programs, many that focus on the unique needs of families in Hawai'i, that could use support to increase slots. ECAS encourages this committee to consider leveraging those existing services to increase access for families.

HB-921-SD-1

Submitted on: 4/4/2019 12:46:06 PM

Testimony for WAM on 4/5/2019 10:00:00 AM

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

Comments:

Testimony in Support of House Bill 921 HD2 SD1

I have been an early childhood educator for 13 years now, all in a public school setting. My degree was in elementary education and I was licensed to teach in another state from grades K to 12. But because I taught Kindergarten for the first 3 years of my teaching career, I was grandfathered into getting an early childhood certificate being unaware of what this really entailed. I continued to teach First Grade for 5 years before I moved to Hawaii. I then began my journey as one of the public PreK teachers here under the guidance of EOEL.

Even though I had an 8-year experience of teaching younger children, it wasn't until I worked closely with EOEL that I received high-quality professional development in early childhood education. The breadths of knowledge that the EOEL resource teachers imparted in me have been key to my success in PreK these past 5 years. With their guidance and support, I am more cognizant of how children develop in their younger years. Since I began my PreK career, my teaching methods have morphed from teaching just academic skills to teaching the whole child. I have come to understand that working with young children means knowing how they develop cognitively and physically and tying it into their social-emotional development. Through the professional development and mentorship that EOEL provides, I have gained a deeper awareness of how young children learn and I have been able to take what I've gained and apply it into my own classroom.

I am writing to testify that EOEL has the expertise and background knowledge in early childhood development to implement an effective, high-quality program. If we are to expand and add more preschool classrooms in the next few years, it is imperative that EOEL remains the entity that oversees the early learning system in this state.

Thank you for the opportunity to testify in support of HB921 HD2 SD1.

LATE

HB-921-SD-1

Submitted on: 4/4/2019 12:28:34 PM

Testimony for WAM on 4/5/2019 10:00:00 AM

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

Comments:

LATE

HB-921-SD-1

Submitted on: 4/5/2019 2:08:45 AM
Testimony for WAM on 4/5/2019 10:00:00 AM

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

Comments:

- I support the ongoing support and PD to be provided to the Department by EOEL.
- I disagree with EOEL having administrative authority over all State-funded pre-kindergarten programs, as this removes the governing authority and current structures of the Department of Education.

April 4, 2019

To: Senator Donovan M. Dela Cruz, Chair Senator
Gilbert S.C. Keith-Agaran, Vice Chair
Senate Committee on Ways and Means

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

Re: **H.B. 921– Relating to Education**
Hawaii State Capitol, Room 309, April 5, 12:30 PM

On behalf of Hawaii Children's Action Network (HCAN), I am submit comments of H.B. 921, which defines the roles and responsibilities of the executive office on early learning and the department of education as they relate to the implementation of the public prekindergarten program. Establishes the executive office on early learning as the administrative authority for state funded prekindergarten programs and a support for and with the department of education special education, Title I, and private partnership funded prekindergarten programs to ensure high quality early education programs in department of education school classrooms. Ensures that agreements and services are clearly articulated in a memorandum of understanding between the executive office on early learning and the department of education, including a resolution protocol to settle disputes should either party not be able to come to an agreement. Establishes reporting requirements. Appropriates funds. Effective 7/1/2050. (SD1).

We support the intent of this bill and fully support all funding for and expanding of pre-K - both public and charter. However, we have some concerns about the proposed amendments to HB 921.

- There are already challenges now with finding Resource Teacher and pre-K teachers to fill the existing need – how will DOE fill an additional 20+ additional classrooms? Where are those teachers coming from?
- Supplanting Head Start and federal funds. We are all for adding more pre-K, but we are concerned about doing it in places where there are already Head Start programs. The reason being, unless you are driving up need in those areas – the children just end up going from Head Start to public pre-K. The state of Hawaii gets federal dollars for Head Start. Why would you want the State to pay for something that the Federal government is already paying for. The Stat, essentially, would be giving up “free’ funding from the Feds to then spend State dollars.
- Our last concern is that putting private partnership pre-K under DOE, we are siloing even further our pre-K programs and classrooms. EOEL would be charge of public pre-K and DOE would be in charge of Title I, SpED and private partnerships, and then private pre-K. This does not solve the issue and need of uniform, quality standards for our pre-K classrooms and in the end only hurts our keiki.

Mahalo for taking our comments and concerns into consideration as you make a decision on this bill.

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



HB-921-SD-1

Submitted on: 4/4/2019 2:01:59 PM

Testimony for WAM on 4/5/2019 10:00:00 AM

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

Comments:

Aloha, my name is Charis-Ann Sole, and I **strongly support HB 921 HD2 SD1** in its clarification of the Executive Office on Early Learning roles, responsibilities, and oversight in the field of Early Childhood Education. As a practitioner I have worked in this field for over a decade in many capacities – home visitor, preschool staff (for both private and non-profit programs), an EA for the DOE, a developmental specialist for a non-profit, and a staff member of a Family-Child Interactive Program model– and have seen how the different parts of the early childhood field intermingle and intermarry within itself, but also how services are separated and siloed within its different programs.

In order to be able to reach and serve all our keiki, it is critically important that we continue to support all providers that deal with the child and their family, especially in the pre-Kindergarten years. The State Departments of the Department of Education, Department of Health, and Department of Human Services as well as the various for profit and non-profit entities all play a role in the services they provide to young children and their families. These entities include services that provide education, health and mental health services, home visiting, nutrition services, etc. though the context in which the various programs operate differ from each other. Therefore, the need to work hand-in-hand with many parts of the larger system is imperative in order to build a comprehensive and integrated early childhood system within the State of Hawaii. This larger system should focus on early care and education services inclusive for necessary healthy child development, including learning opportunities, family support, early intervention, and child health and mental health.

Across the United States today, states are seeking to develop new governance structures and models that align authority and oversight of their offered early childhood programs and services. These models of governance aim to create coherence among policies and services between the various stakeholders and entities within the system. Likewise, steps are being taken within the State of Hawaii to begin to build this integrated early childhood system of care with a comprehensive governance structure. It is my understanding that the Executive Office of Early Learning (EOEL) provides an official State Office that partners with the various entities in coordination of these efforts, as no other Office has done in the State before. It is a gargantuan task to undertake and responsibility to fulfill, but one that is much needed as the field itself, as it stands today, is disjointed and fragmented. In order to reduce fragmentation within the overall system and begin to build a comprehensive and integrated early childhood system, the EOEL

should be allowed the freedom to do the work that has been entrusted it. In light of this, The Executive Office of Early Learning (EOEL) should stand on its own; an independent entity with the ability to make autonomous decisions, that is charged with administering early learning efforts in the state, and that is answerable to the Early Learning Board (ELB). Clear boundaries and agreements between the Department of Education and the Executive Office of Early Learning which has a resolution protocol when disputes arise is, in my view, timely and needed language to include in this bill.

However, HB 921 HD2 SD1 includes language which allows the Department of Education to establish “private partnership funded PreK classrooms”. I am concerned about this provision because there is no mention of elements of regulation and supervision that would ensure a quality PreK program as there are in this bill for public PreK settings under the EOEL, Title 1, and SPED programs. These elements which might help to ensure quality could and should include: reporting and/or accountability responsibilities, considerations toward the community to assure the classrooms will not negatively impact existing prenatal to five programs already in existence, standards and policies directly related to quality, and financial sustainability plans for classrooms started with private partnership money if the funder withdraws. In addition, any conversation within the State which includes opening PreK classrooms must also include plans for the development of the workforce- which is paramount to ensuring quality.

In my view, HB 921 HD2 SD1 supports the effort to charge the EOEL with its full rights and responsibilities as a separate office within the State of Hawaii. Therefore, I **urge you to pass HB 921 HD2 SD1**, as it seeks to clearly delineate the roles and responsibilities of the Department of Education and the Executive Office of Early Learning and helps to eliminate confusion over the governance structure and responsibilities between the two entities. **I also urge you to consider the language of the bill which allows the Department of Education to establish “private partnership funded PreK classrooms” but does not include language that might ensure quality PreK programs, but does exist in this bill for public PreK settings under the EOEL, Title 1, and SPED programs.**

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

Signed,

Charis Sole

LATE

HB-921-SD-1

Submitted on: 4/5/2019 9:10:43 AM
Testimony for WAM on 4/5/2019 10:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Lanelle Hibbs	Individual	Comments	No

Comments:

As a Complex Area Superintendent, I want to ensuring that PreK students have a strong foundation of early learning before entering kindergarten. We want to work collaboratively with the Executive Office of Early Learning to ensure smooth transitions and alignment across programs and between PreK to K to ensure continuity of high-quality learning experiences for all children.

I respectfully would appreciate the funding support to add 22 new public PreK classrooms to the EOEL Public Pre-K Program. I have a school in a high need area ready to open a classroom. We would appreciate the support for us to provide our children with this valuable learning experience.
Thank you for the opportunity to submit testimony.

LATE

April 4, 2019

Hawaii State Legislature
Ways and Means Committee
Chairman, Vice Chairman, Committee

Aloha Chairman, Vice Chairman and Committee of Ways and Means.

Mahalo for the opportunity to testify on HB 921 HD2 SD1. I'd like to speak directly to references to funding the Hawaii Charter School Pre-Kindergarten programs. I support the allocation of state funds to The Hawaii Charter School Commission to enable the 18 Charter School Pre-Kindergarten programs to continue to provide services to keiki that are less able to afford Pre-Kindergarten enrollment.

Thanks to a generous Federal Grant that will expire this school year, the charter schools were able to plan, prepare and implement quality programs within their schools. The requested monies will support all of the benefits gained from the Federal grant. This would enable programs that are already up and running continue to service needy families.

The Governor's State of the State address resonated the need for and value of Pre-School opportunity for all children to prepare them with early childhood skills for Kindergarten and the future. For the Legislature to support and sustain quality programs that are currently operating is the prudent fiscally and educationally responsible thing to do.

The expense, planning and sweat equity to meet all licensing requirements is a daunting task. Acquisition of facility, infrastructure, equipment, supplies and staff hiring/training which has already been successfully done to open the doors of these programs. Please keep in mind that these are all programs that are fully compliant with licensing criteria with no exemption. The request by the Charter School commission would be for basic operating expenses. The initial and subsequent year have garnered awards in much higher amounts to prepare programs for the students.

Allowing the funding to lapse for any period of time with the intent of restarting it at a later date would be tragic and not prudent. The funding to get these programs running will not fall in our laps again. To withhold financial support of these programs, even for a year, would force them to close down and deprive opportunities to students that are presently available. This would be a great example of going backwards. Should programs close down, staff would go away to other schools, to other communities, to other states with no recovery for the programs.

Picture a half glass of water. Liken it to the Pre-schools. Hawaiians consider water (wai) as very precious, as do many other cultures worldwide. Consider the water the keiki, the school, the resources, the teachers. Imagine pouring the water from the glass. That would be discontinuation of funding. To refill the glass to its present level, I ask, where would we get the Wai? To continue to add Wai to today's glass, it may one day overflow. Our cup runneth over when these keiki become productive contributors to our communities due to the great start that we can provide. I urge you to support these programs and this bill by funding the Charter School Pre-Kindergarten presently servicing our keiki. Mahalo.

Brian Shimabukuro

LATE

HB-921-SD-1

Submitted on: 4/4/2019 6:04:43 PM

Testimony for WAM on 4/5/2019 10:00:00 AM

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

Comments:

Dear WAM Committee,

Please accept my comments on HB921. I support adequacy study to clarify the funding needs of the DOE. I oppose having EOEL as having administrative authority over state-funded PreK programs. The DOE should have administrative authority over state-funded PreK programs.

I support charter school PreK to continue without disruption.

I support funding for the twenty-two PreK programs, as we have two Title I elementary schools in the Campbell-Kapolei complex area that stand ready to implement PreK programs. We hope to provide this program for our families and children in Campbell-Kapolei complex area.

Mahalo,

Sean Tajima

Complex Area Superintendent

Campbell-Kapolei Complex Area

LATE

HB-921-SD-1

Submitted on: 4/4/2019 5:34:50 PM

Testimony for WAM on 4/5/2019 10:00:00 AM

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

Comments: