



STATE OF HAWAII
DEPARTMENT OF HUMAN SERVICES
P. O. Box 339
Honolulu, Hawaii 96809-0339

February 7, 2020

TO: The Honorable Senator Donovan M. Dela Cruz, Chair
Senate Committee on Ways and Means

FROM: Pankaj Bhanot, Director

SUBJECT: **SB 2052 SD1 - RELATING TO LOAN FORGIVENESS FOR EARLY CHILDHOOD
EDUCATION PROFESSIONALS**

Hearing: February 11, 2020, 10:40 a.m.
Conference Room 211, State Capitol

DEPARTMENT'S POSITION: The Department of Human Services (DHS) appreciates the intent of this measure to expand the Hawaii educator loan program to include teachers at licensed group child care centers throughout the State. DHS provides comments and proposes amendments.

PURPOSE: This bill proposes to amend section 304A-701, Hawaii Revised Statutes (HRS), by adding early childhood education students to the Hawaii educator loan program to allow the education loans of those individuals to be forgiven after an appropriate number of years of teaching in early childhood education.

If the intent of the bill is to forgive student loans of those individuals who teach in group child care centers that are licensed by DHS in accordance with Part VIII of Chapter 346, HRS, then:

A. Lines 13 and 14 on page 2 should be revised to be:

(3) At a group child care center licensed by the department of human services, in accordance with section 346-161.

B. Lines 8 and 9 on page 3 should be revised to be:

... in a group child care center that is licensed by the department of human services pursuant to subsection (a) (3), ...;

C. Lines 20 and 21 on page 3 should be revised to be:

... or group child care center licensed by the department of human services for the ...

D. Lines 2 and 3 on page 4 should be revised to be:

... or group child care center that is licensed by the department of human services, excluding ...

The department also notes that teachers in licensed group child care centers do not necessarily complete a state-approved teacher education program, as described in subsection (e) on page 3 (lines 4 and 5), since teachers are not required to be licensed by the Hawaii Teachers Standards Board to work at a group child care center. The education and experience requirements to work at group child care centers are established within the department's administrative rules under chapters 17-892.1 and 17-895.

DHS also notes that teachers working at group child care centers do not earn the same level of wages that the teachers in the Department of Education make and may often have difficulty paying for and completing post-secondary coursework and degrees without more immediate tuition assistance, such as tuition waivers or scholarships. Therefore, the Legislature may want to consider broadening the categories of the loan forgiveness program or other strategies that provide financial assistance for continuing education for child care providers or teachers working at group child care centers licensed by DHS.

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



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

February 9, 2020

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:** S.B. No. 2052, S.D. 1 – RELATING TO LOAN FORGIVENESS FOR EARLY CHILDHOOD EDUCATION PROFESSIONALS
Hearing Date: February 11, 2020
Time: 10:40 a.m.
Location: Room 211

Bill Description: Adds early childhood education students to the Hawaii educator loan program to allow the education loans of those individuals to be forgiven after five years teaching in early childhood education. Appropriates funds.

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Support with Amendments

Good morning. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL is in strong support of S.B. 2052, S.D. 1, and offers amendments.

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

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

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

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

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

This is why one of our nation's foremost experts on early learning says, **“Expansion of public pre-k is only a worthwhile public investment if children receive a high-quality education”** (W. Steven Barnett, Ph.D., Senior Co-Director, National Institute for Early Education Research).

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

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

It is precisely during the earliest years before brain development is largely complete (before kindergarten), and particularly for those who come from disadvantaged backgrounds – the priority population for the EOEL Public Pre-K Program – that our children need the best teachers. It is critical to promote equity.

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

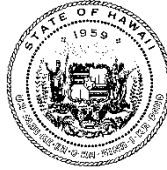
Unqualified teaching staff do not have the requisite understanding to support preschoolers and families living in difficult circumstances. When vulnerable children encounter teachers who are unprepared to support their developmental needs, what may result are increased instances of stress-induced behavior problems, inappropriate referrals to special education, and suspensions or expulsions ... all of which may incur high costs to the State.

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

We respectfully request that the committee consider moving this bill forward with the following amendments:

- **Ensuring and clarifying that teachers in the EOEL Public Prekindergarten Program (which includes those in department and charter schools) are included; and**
- **Incorporating the amendments proposed by HTSB.**

Thank you for your consideration, and for the opportunity to testify on this bill.



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

February 11, 2020

TO THE SENATE COMMITTEE ON WAYS AND MEANS

**TESTIMONY ON SENATE BILL 2052 SD1, RELATING TO LOAN FORGIVENESS FOR
EARLY CHILDHOOD EDUCATION PROFESSIONALS**

SUBMITTED BY LYNN HAMMONDS FOR THE HAWAII TEACHER STANDARDS BOARD

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

The Hawaii Teacher Standards Board (HTSB) **supports** SB 2052 SD1 to add early childhood education teachers to the Hawaii educator loan program to allow loans of these individuals to be forgiven after an appropriate number of years teaching in early childhood education in a Hawaii public school, including charter schools.

The HTSB enthusiastically supports this addition to include early childhood education teachers, but does request an amendment that could affect any teacher who is placed by the Department of Education or a Hawaii Public Charter School in a teaching position that is not in their area of academic major field, and suggests the following language:

§302A-701 (a) (1) (B): As a secondary school teacher teaching in the subject area that is relevant to the loan recipient's academic major or licensure field as certified by the department of education who has met standards as set forth by the Hawaii teacher standards board;

It is not uncommon today for individuals to complete preparation programs that are not in their undergraduate major field. For example, a “career changer” or exiting military personnel may have majored in chemistry in their bachelor’s degree program, but ten to twenty years later realize they want to become a mathematics teacher. If they complete a state approved preparation program in secondary mathematics, meet the mathematics content knowledge requirement, become licensed in Mathematics 6-12, and obtain a job teaching secondary mathematics, they would not be eligible for the loan because their major field was chemistry. Adding “or licensure field” would address this discrepancy, which may not have been relevant when the original language of §302A-701 was developed.

The HTSB thanks the Senate Committee on Ways and Means for hearing this bill to support teachers.

Thank you for the opportunity to testify.



KAMEHAMEHA SCHOOLS®

Senate Committee on Ways and Means

Time: 10:40 a.m.

Date: February 11, 2020

Where: Conference Room 211

TESTIMONY

By Ka'ano'i Walk

Kamehameha Schools

RE: SB 2052, SD1, Relating to Loan Forgiveness for Early Childhood Education Professionals

E ka Luna Ho'omalua Dela Cruz, ka Hope Luna Ho'omalua Keith-Agaran, a me nā Lālā o ke Kōmike o nā Loa'a a me nā Ho'olilo o ka 'Aha Kenekoa! My name is Ka'ano'i Walk, the Senior Policy Analyst for Kamehameha Schools.

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

Kamehameha Schools is in **SUPPORT** of SB 2052, SD1, which adds early childhood education students to the Hawai'i educator loan program to allow the education loans of those individuals to be forgiven after five years teaching in early childhood education. This measure also appropriates funds.

With the growing gap in teacher shortages across our state, we commend the creativity and determination of the legislature in assisting to recruit and support the development of future educators in early childhood education. This measure is a critical tool in incentivizing future early childhood professionals to commit to serve our youngest and most vulnerable keiki.

Founded in 1887, Kamehameha Schools is an educational organization striving to restore our people through education and advance a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We believe that community success is individual success, Hawaiian culture-based education leads to academic success and local leadership drives global leadership.

'A'ohe hana nui ke alu 'ia. No task is too large when we all work together! **Please advance this measure.**



SENATE BILL 2052, SD1, RELATING TO LOAN FORGIVENESS FOR EARLY CHILDHOOD EDUCATION PROFESSIONALS

FEBRUARY 11, 2020 · SENATE WAYS AND MEANS
COMMITTEE · CHAIR SEN. DONOVAN DELA CRUZ

POSITION: Support.

RATIONALE: The Democratic Party of Hawai'i Education Caucus supports SB 2052, SD1, relating to loan forgiveness for early childhood education professionals, which adds early childhood education students to the Hawai'i educator loan program to allow the education loans of those individuals to be forgiven after five years teaching in early childhood education.

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.

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. We understand that the joint House-Senate Majority Caucus package includes a proposal to eliminate EOEL and establish a public-private partnership to facilitate early childhood development programming in the islands, but even under that measure, EOEL’s current classrooms—which have been placed in high-needs communities—Hawai’i Department of Education pre-kindergarten classrooms, like those specific to special education students, would remain within HIDOE’s control. Accordingly, we urge you to **ensure that this measure applies to any incoming teacher working in an early learning classroom funded or governed by the state, including those overseen by the HIDOE.**



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 Dela Cruz, Chair
Senator Keith-Agaran, Vice Chair
Senate Committee on Ways and Means

Re: SB 2052 SD12094- Relating to loan forgiveness for early childhood education professionals
Hawai'i State Capitol, Room 211
10:40AM, 2/11/2020

Chair Dela Cruz, Vice Chair Keith-Agaran, and committee members,

On behalf of Hawaii Children's Action Network Speaks!, we are writing to support in support SB 2052 SD1- relating to loan forgiveness for early childhood education professionals.

Including early childhood education professionals in the loan forgiveness program is a much-needed addition. The cost of the degree is far greater than the income the teacher would make. According to Center for the Study of Child Care Employment, a preschool teacher's median wage was \$17.94/hour. That is also the identified lowest wage a single person could make to meet their basic needs, as identified by Department of Business, Economic Development and Tourism's Self-Sufficiency Standard: Estimates for Hawaii 2018¹. That is not enough to encourage people to pursue careers in early education and it will not encourage the needed growth of the profession. SB 2052 SD1 is a good enticement to bring people into early education.

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

Thank you,

Kathleen Algire
Director, Public Policy and Research

¹ http://files.hawaii.gov/dbedt/economic/reports/self-sufficiency/self-sufficiency_2018.pdf



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

TESTIMONY BEFORE THE SENATE COMMITTEE ON
WAYS & MEANS

RE: SB 2052, SD1 – RELATING TO LOAN FORGIVENESS FOR EARLY
CHILDHOOD EDUCATION PROFESSIONALS

TUESDAY, FEBRUARY 11, 2020

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Dela Cruz and Committee members:

The Hawaii State Teachers Association **supports SB 2052, SD1**, relating to loan forgiveness for Early Childhood Education Professionals.

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

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

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

FROM: Robert G. Peters, Chair
Early Learning Board

SUBJECT: **Measure:** S.B. No. 2052, S.D. 1 – RELATING TO LOAN FORGIVENESS FOR EARLY CHILDHOOD EDUCATION PROFESSIONALS
Hearing Date: February 11, 2020
Time: 10:40 a.m.
Location: Room 211

Bill Description: Adds early childhood education students to the Hawaii educator loan program to allow the education loans of those individuals to be forgiven after five years teaching in early childhood education. Appropriates funds.

EARLY LEARNING BOARD’S POSITION: Support with Amendments

I am Robert G. Peters, Chair of the Early Learning Board (ELB). Thank you for this opportunity to offer comments on behalf of the ELB related to S.B. No. 2052, S.D. 1.

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

ELB’s mission is to support children’s academic and lifelong well-being by directing and supporting the EOEL for an effective, coordinated, high-quality early learning system from prenatal to kindergarten entry. EOEL is statutorily responsible for the development of the State’s early childhood system that shall ensure a spectrum of high-quality development and learning opportunities for children throughout the state, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children.

The ELB supports the EOEL’s work to increase access to high-quality early learning and, consequently, has made workforce development one of its highest priorities.

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

It is precisely during the earliest years before brain development is largely complete (before kindergarten), and particularly for those who come from disadvantaged backgrounds – the priority population for the EOEL Public Pre-K Program – that our children need the best teachers. It is critical to promote equity.

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

Unqualified teaching staff do not have the requisite understanding to support preschoolers and families living in difficult circumstances. When vulnerable children encounter teachers who are unprepared to support their developmental needs, what may result are increased instances of stress-induced behavior problems, inappropriate referrals to special education, and suspensions or expulsions ... all of which may incur high costs to the State.

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

The ELB respectfully requests that the committee consider moving this bill forward with the following amendments:

- **Ensuring and clarifying that teachers in the EOEL Public Prekindergarten Program (which includes those in department and charter schools) are included; and**
- **Incorporating the amendments proposed by HTSB.**

Thank you for your consideration, and for the opportunity to testify on this bill.

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

Date: February 11, 2020

RE: **Support for SB 2052 SD1; Relating to Loan Forgiveness for Early Childhood Education Professionals**

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. 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 partners are working to align priorities for children prenatal to age eight, streamline services, maximize resources, and improve programs to support our youngest keiki. ECAS supports SB 2052 SD 1 with recommendations for amendments.

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

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

We greatly appreciate this vehicle to incentivize the development of a pool of highly qualified early childhood professionals for the state. We respectfully request that the committee consider moving this bill forward with the following amendments:

- Ensuring and clarifying that teachers in the EOEL Public Prekindergarten Program (which includes those in department and charter schools) are included; and
- Incorporating the amendments proposed by HTSB.

We respectfully urge the committee to support SB 2052 SD1 and mahalo for the opportunity to provide testimony.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

LATE

Testimony Presented Before the
Senate Committee on Ways and Means
Tuesday, February 11, 2020 at 10:40 a.m.

By

Nathan Murata, PhD
Dean, College of Education
and

Michael Bruno, PhD
Provost
University of Hawai'i at Mānoa

SB 2052 SD1 – RELATING TO LOAN FORGIVENESS FOR EARLY CHILDHOOD EDUCATION PROFESSIONALS

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

Thank you for the opportunity to provide written comments on SB 2052 SD1 which adds early childhood education students to the Hawai'i educator loan program to allow the education loans of those individuals to be forgiven after an appropriate number of years teaching in early childhood education as determined by the University of Hawai'i.

The College of Education applauds all efforts in the continued financial support for early childhood educators. In partnership with provide financial institutions whose operations are principally conducted in Hawai'i to provide financial support to students and teachers who complete a state—approved teacher education program and who agree to teach as a full—time teacher for a period of time to be determined by the university prior to the award of a loan.

Again, thank you for this opportunity to provide written comments on SB 2052 SD1.

SB-2052-SD-1

Submitted on: 2/8/2020 8:33:51 AM

Testimony for WAM on 2/11/2020 10:40:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
cheryl B.	Individual	Support	No

Comments:

Early Childhood professionals and I would like to underline professionals are the most UNDERPAID folks in education. They work hard with our most vulnerable, beginning learners. Please find the way to support them with at least a tax break? As an early childhood master's degree professional, I know that I would have appreciated any assistance.

SB-2052-SD-1

Submitted on: 2/7/2020 10:56:18 AM

Testimony for WAM on 2/11/2020 10:40:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Kaleimaile A. Robia	Individual	Support	No

Comments:

LATE

SB-2052-SD-1

Submitted on: 2/11/2020 9:22:32 AM

Testimony for WAM on 2/11/2020 10:40:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Amy Brinker	Individual	Support	No

Comments: