



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

February 17, 2020

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

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

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: Measure: H.B. No. 2543 Proposed H.D. 1 – RELATING TO ACCESS TO LEARNING
Hearing Date: February 18, 2020
Time: 2:00 p.m.
Location: Room 309

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

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. Hawaii was one of the last states to start investing in public prekindergarten. Since those five years ago, the Legislature has consistently supported and committed funds for the early learning system, for which we are grateful.

EOEL supports the intent of the bill to expand access to early learning for our keiki. We support increasing capacity and creating more opportunities through a mixed-delivery system that expands access to early learning through public offerings and with private providers, and as long as there is a component of quality or expected quality.

One of our nation's foremost experts on early learning states, "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).

The Legislature created EOEL to help build a high-quality early childhood system for Hawaii, from prenatal care until kindergarten entry. We carry out this purpose every day,

including through working across sectors, agencies, and levels of government, and will continue to do so. We believe every child in Hawaii deserves high-quality early care and education.

We are here to realize a vision of the Legislature to improve our state's future by creating an effective early childhood system. EOEL is committed to increasing access while building the infrastructure needed to make sure the State's investment reaps the intended returns.

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.

From the start, the EOEL Public Pre-K Program has consistently received a high score in NIEER'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.

**National Institute for Early Education Research*

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. We must be sure this workforce is in place if we want new classrooms to have qualified teachers.

We have been in discussions with legislators, and working with higher education and other stakeholders statewide to understand how we can find creative ways to increase our early learning workforce to achieve the Legislature's vision.

The proposed new early childhood coordinator and staff would seem to duplicate the responsibilities of EOEL and the Early Learning Board (ELB), 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. For purposes of efficiency and effectiveness:

- **We believe it is important to build upon the existing structures we have in place.**
- **We believe it is necessary to have clear governance. It is unclear how the coordinator and staff would function in relation to EOEL.**

We appreciate the need for some oversight of the bill's goals, and are open to working with the Legislature to clarify governance and find the right language to support its policy.

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.

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

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

FROM: Robert G. Peters, Chair
Early Learning Board

SUBJECT: **Measure:** H.B. No. 2543 Proposed H.D. 1 – RELATING TO ACCESS TO LEARNING
Hearing Date: February 18, 2020
Time: 2:00 p.m.
Location: Room 309

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 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.

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 its State Early Childhood Strategic Plan.

With regard to the bill itself, the relationship of the Early Learning Coordinator, housed in the Governor’s Office, and the Executive Office of Early Learning, attached to the DOE and governed by the ELB, is

unclear resulting in confusion about governance responsibilities: what does “coordinate” early learning mean? are there potentially duplicative roles assigned to the EOEL and the Early Learning Coordinator and staff? what are the implications of accountability of the EOEL with this new entity? A related question raised by some ELB members is, **Is there a need to create a new entity with governing authority to achieve the outcome desired?**

A potential duplication of responsibilities outlined in the bill relates to who is responsible for the analysis and use of “**Prior early learning programs attendance disclosure**” information to be collected by the DOE (p. 3, lines 1 – 8) and the DHS, (“**Prior early learning program information,**” p. 10, lines 4-10). It appears that the same functions are assigned to DOE/EOEL and also to DHS/ELC. It is not clear who is responsible for determining “the levels of prekindergarten attendance” and identifying the “highest priority regions requiring prekindergarten programs and childcare to meet the needs of unserved or underserved eligible children.” And if both are anticipated to fulfill these functions, how will their decisions be integrated in 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, without having to make a choice between work and good learning experiences for their *keiki*. It 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.

Thank you for this opportunity.



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

Date: 02/18/2020

Time: 02:00 PM

Location: 309

Committee: House Committee on Lower and Higher Education and House Committee on Finance

Department: Education

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

Title of Bill: HB 2543 RELATING TO ACCESS TO LEARNING.

Purpose of Bill: Transfers the Executive Office on Early Learning from the Department of Education to the Department of Human Services. Renames the Office as the Learning to Grow Agency. Focuses the jurisdiction of the agency to children who are 3 to 4 years old or will be eligible for kindergarten within 2 years. Establishes the goal of providing all children who are 3 to 4 years old or will be eligible for kindergarten within 2 years with access to learning through an early learning program by the year 2030. Appropriates funds.

Department's Position:

The Department of Education (Department) supports HB 2543 proposed 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. To ensure the production of the required data, the Department respectfully asks

for funding and positions to carry out the needed modification and expansion of the database infrastructure. Additionally, the Department would 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.

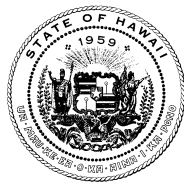
Furthermore, when discussing data collection, the Department would like clarification on its responsibilities in regards to charter schools. We respectfully request that we be responsible for providing data for Department public schools and would defer to the Hawaii State Public Charter School Commission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

Finally, the Department would like to address the effective date of July 1, 2020. Time for training would be required for staff at our schools to become familiar with the enrollment procedure and processes which would be required to transition pre-K students into our Kindergartens. However, registration for Kindergarten has already begun as of February 3, 2020 and, therefore, implementation of this bill would be untenable for this upcoming school year. Furthermore, the requirement for a standardized assessment to be given within the first two weeks of school would require the Department to rush to create and disseminate an assessment across all of its schools which could compromise the fidelity of those assessment results.

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 proposed 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.



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

**HOUSE COMMITTEE ON LOWER & HIGHER EDUCATION
AND
HOUSE COMMITTEE ON FINANCE**

**Tuesday, February 18, 2020
2:00 pm
State Capitol, Room 309**

**By Stacey A. Aldrich
State Librarian**

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

Chair Justin H. Woodson
Vice Chair Mark J. Hashem
Members of the House Committee
on Lower & Higher Education

Chair Sylvia Luke
Vice Chair Ty J.K. Cullen
Members of the House Committee
on Finance

The Hawaii State Public Library System (HSPLS) **supports** the intent of H.B. 2543, Proposed 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.

We appreciate the opportunity to provide the following comments on the Proposed H.D.1:

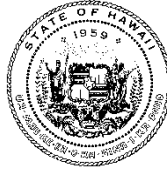
The last sentence of Section 16 states “the sum appropriated shall be expended by the department of education (DOE) for the purposes of this Act.” We note this sentence may need to be amended to reflect that the Department of Accounting and General Services (DAGS), not the DOE, is the expending agency for HSPLS capital improvement projects.

When Act 51, Session Laws of Hawaii (SLH) 2004, transferring certain executive branch functions to the department of education was adopted, facilities-related functions for HSPLS facilities remained with DAGS. Section 1 of Act 61, SLH 2012, further affirmed that “...the department of accounting and general services continues to be the expending agency for the Hawaii public library system’s capital improvement funds and continues to perform repair and maintenance for the Hawaii public library

system.” As discussed in this measure, if it is contemplated that non-legislative appropriations may be allocated for improvements to HSPLS facilities, additional clarifying amendments may be needed.

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.



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

February 18, 2020

**TO THE HOUSE COMMITTEE ON LOWER & HIGHER EDUCATION AND
THE HOUSE COMMITTEE ON FINANCE**

**TESTIMONY ON HOUSE BILL 2543 PROPOSED HD 1,
RELATING TO ACCESS TO LEARNING**

SUBMITTED BY LYNN HAMMONDS FOR THE HAWAII TEACHER STANDARDS BOARD

Chair Woodson, Chair Luke and Members of the House Committee on Lower & Higher Education and the Committee on Finance:

The Hawaii Teacher Standards Board (HTSB) supports HB 2543, Proposed 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 House Committees for introducing and hearing this bill to support early learning, Hawaii keiki, families and teachers, and ultimately all residents of our state.

Thank you for the opportunity to testify.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Lower & Higher Education and
House Committee on Finance
Tuesday, February 18, 2020 at 2:00 p.m., Rm 309
by
Bonnie Irwin
Chancellor
University of Hawai'i at Hilo

HB 2543 Proposed HD1 – RELATING TO ACCESS TO LEARNING

Chairs Woodson and Luke, Vice Chairs Hashem, Quinlan, and Cullen, and members of the committees:

Thank you for the opportunity to submit testimony on HB 2543 Proposed HD1. The University of Hawai'i at Hilo (UH Hilo) writes in support of HB 2543 Proposed HD1 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 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 should have the responsibility for building classrooms for Hawaiian language immersion and establishing pathways for the development of other Hawaiian language immersion classes.

UH Hilo recommends amendments to Part V. Hawaiian Language Immersion, Section 14, to read as follows:

There is appropriated out of the general revenues of the State of Hawai'i the sum of \$ _____ or so much thereof as may be necessary for fiscal year 2020-2021 for the purpose of assisting ~~[the 'Imiloa astronomy center]~~ Ka Haka 'Ula O Ke'elikōlani in partnership with 'Imiloa Astronomy Center and other public and private partners as appropriate and or required by law to build two or more classrooms for Hawaiian language ~~[immersion]~~ 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.

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



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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 Nāwahīkalanī 'ōpu'ū 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 Proposed HD1 with clarifications requested by the 'Aha Pūnana Leo to this important bill for the keiki of Hawai'i.

I am the Chair of the Charter School Governing Board of Ke Kula 'O Nāwahīkalanī 'ōpu'ū 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 Nāwahīkalanī 'ōpu'ū 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 'Imiloa to lead in addressing those needs. 'Imiloa is the state's only bilingual community educational entity. It has served the children from our main campus and its satellite campuses, as it has both English medium and Hawaiian medium school children of all ages from throughout the state.

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

Mahalo,

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



PARTNERS IN DEVELOPMENT
FOUNDATION

February 14, 2020

The Honorable Justin Woodson, Chair
The Honorable Mark Hashem, Vice Chair
The Honorable Sean Quinlan, Vice Chair
House Committee on Lower & Higher Education and
The Honorable Sylvia Luke, Chair
The Honorable Ty Cullen, Vice Chair
House Committee on Finance
State Capitol
Honolulu, HI 96813

RE: Hearing on Tuesday, February 18, 2020 at 2:00 p.m., Conference Room #309
Regarding HB 2543, "A Bill for an Act Relating to Access To Learning"

Dear Chair Woodson, Vice Chairs Hashem and Quinlan and Members of the House Committee on Lower & Higher Education and Chair Luke, Vice Chair Cullen and Members of the House Committee on Finance,

I ask that you **strongly support HB 2543** 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

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

Committee on Lower and Higher Education
Representative Justin Woodson, Chair
Representative Mark Hashem, Vice Chair
Representative Sean Quinlan, Vice Chair

Committee on Finance
Representative Sylvia Luke, Chair
Representative Ty Cullen, Vice Chair

February 18, 2020

Dear Chairs Woodson and Luke, Vice Chairs Hashem, Quinlan and Cullen, and Committee Members,

This testimony is submitted in **support of HB2543 Proposed 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	Kamehameha Schools
After-School All-Stars Hawai'i	Kanu Hawai'i
Alliance for Place Based Learning	*Kaua'i Ho'okele Council
*Castle Complex Community Council	Keiki to Career Kaua'i
*Castle-Kahuku Principal and CAS	Kupu A'e
Coalition for Children with Special Needs	*Leaders for the Next Generation
Education Institute of Hawai'i	Learning First
*Faith Action for Community Equity	McREL's Pacific Center for Changing the Odds
Fresh Leadership LLC	Native Hawaiian Education Council
Girl Scouts Hawaii	Our Public School
Harold K.L. Castle Foundation	*Pacific Resources for Education and Learning
*HawaiiKidsCAN	*Parents and Children Together
*Hawai'i Afterschool Alliance	*Parents for Public Schools Hawai'i
*Hawai'i Appleseed Center for Law and Economic Justice	Punahou School PUEO Program
*Hawai'i Association of School Psychologists	*Teach for America
Hawai'i Athletic League of Scholars	The Learning Coalition
*Hawai'i Charter School Network	US PACOM
*Hawai'i Children's Action Network	University of Hawai'i College of Education
Hawa'i Education Association	YMCA of Honolulu
Hawai'i Nutrition and Physical Activity Coalition	<i>Voting Members (*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.</i>
* 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	



TESTIMONY TO THE COMMITTEES ON LOWER & HIGHER EDUCATION and FINANCE

Tuesday, February 18, 2020, 2:00 p.m.

State Capitol, Conference Room 309

TO: The Honorable Justin Woodson, Chair The Honorable Sylvia Luke, Chair
The Honorable Mark Hashem, Vice Chair The Honorable Ty Cullen, Vice Chair
Members of the Committees

TESTIMONY IN SUPPORT OF HB2543 PROPOSED 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 Proposed HD1 relating to access to learning. The purpose of this measure is to build the infrastructure and develop the resources necessary to achieve the objective of providing the capacity to serve 50 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 2025, and providing the capacity to serve 100 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 cursive script, appearing to read 'Peter Ho'.

Date: February 16, 2020

To: The Committee on Lower and Higher Education and its members and The Finance Committee and its members

From: Hawai'i Early Childhood Action Strategy

Kerrie Urosevich PhD Lead, Network Design and Innovation

Re: Testimony for H.B. 2543

Hearing: February 18, 2020, 2:00 pm, Conference Room 309

The Hawai'i Early Childhood Action Strategy supports H.R. 2543 with recommendations. The Hawai'i Early Childhood Action Strategy is a statewide government and non-governmental collaborative designed to improve the system of care for Hawai'i's youngest children and their families.

Commendations:

1. That H.R. 2543 will substantially increase academic and social outcomes for children through increasing and enhancing early care and learning opportunities
2. That H.R. 2543 will significantly enhance labor productivity and economic growth through provision of affordable childcare
3. That H.R. 2543 will increase labor supply for critical hard-to-fill positions (ex. early childhood teachers, assistants, after school/before school providers, early intervention specialists, higher education faculty and systems-level coordination positions)
4. That H.R. 2543 will increase labor supply for DHS, EOEL and DOE to support the administrative support needed for rapid expansion of early care and learning opportunities for 3 and 4 year olds

Recommendations:

1. That preference be given to filling proximal unfilled private and public early care and learning seats before constructing new facilities or hiring additional staff

2. That data be used to determine community need before new facilities or programs are created to a) avoid duplication of programs and b) ensure “new” slots are created
3. That “under-served” or “at-risk” be clearly defined to include children living in communities with minimal access, English language learners, children in the child welfare system, low-income, children with disabilities, children with unstable housing etc.
4. That language of “childcare and preschool” be replaced with “early care and learning”
5. That additional subsidies be provided for children with special education and wraparound service needs and that children with special needs be placed in the least restrictive environments
6. That an integrated data system with MOUs between EOEL, DHS and DOE be established to inform funding allocations, implementation and evaluation outcomes
7. That funding will be based on per program costs versus per child costs
8. That funds be earmarked for professional development and training opportunities for all implementing programs
9. That clarification be provided within the bill in section 3 302L-1.6 with respect to the “Board” and its role. If the “Board” refers to the “Early Learning Board” defined in the 2012 Act 178, define the relationship between the Early Learning Coordinator and the Early Learning Board.

HAWAI'I EXECUTIVE collaborative

**Testimony to the House Committee on Lower and Higher Education
and Committee on Finance
Tuesday, February 18, 2020
House Bill 2543, Proposed HD1, Relating to Access to Learning**

Dear Chairs Woodson and Luke, Vice Chairs Hashem, Quinlan, and Cullen and Committee Members:

The Hawai'i Executive Collaborative **strongly supports** House Bill 2543, Proposed HD1.

The Hawai'i Executive Collaborative is a group of business and civic leaders dedicated to making Hawaii a better place. This group is committed to the CHANGE framework, a movement established by the Hawai'i Community Foundation to create an environment where everyone has the ability to make a living and thrive in Hawai'i. Providing access to early learning for all of Hawai'i's children is a critical piece to achieving a better Hawai'i.

House Bill 2543, Proposed HD1, sets the important and bold goal of enrolling 100 percent of all three-, four- and late born five-year-old children in a preschool 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.

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. This is unacceptable. Change must happen sooner.

Private preschool tuition ranges between \$7,000–\$20,000 per year, which is simply unaffordable for most families in Hawai'i — nearly half of which cannot afford basic necessities, according to a report from Aloha United Way.

Page 2

Affordable, high-quality early childhood education changes lives. Investing in early learning creates a bright future for Hawai'i.

Thank you for the opportunity to testify on this important legislation.

Sincerely,

A handwritten signature in black ink, appearing to read "Lynelle Marble". The signature is fluid and cursive, with a prominent initial "L" and a long, sweeping tail.

Lynelle Marble
Executive Director
Hawai'i Executive Collaborative



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- Pūnana Leo o Mānoa
- Pūnana Leo o Ko'olau Poko
- Pūnana Leo o Lahaina
- Pūnana Leo o Hāna

Committee on Lower and Higher Education
 Rep. Justin H. Woodson, Chair
 Rep. Mark J. Hashem, Vice Chair
 Rep. Sean Quinlan, Vice Chair

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

Date: February 18, 2020
 Time: 2:00 P.M.
 Place: Conference Room 309

Testimony of the Pūnana Leo o Hilo Hi'ipēpē
 E Ola Ka 'Ōlelo Hawai'i - The Hawaiian Language Shall Live

Aloha kākou, Chair Woodson, Vice Chairs Hasham and Quinlan and Chair Luke and Vice Chair Cullen and members of the Committees on Lower & Higher Education and on Finance,

We the site director, teachers, staff, and parent group of the Pūnana Leo preschools, submit this testimony in strong SUPPORT of HB2543 Proposed HD1, 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 of Hawai'i.

We are one of twelve 'Aha Pūnana Leo preschools and two infant toddler programs in the state. Our 'ohana-based education program has contributed to the revitalization of our 'ōlelo Hawai'i for over 35 years, and continues to normalize it among our keiki, who become leaders within their larger communities.

Community plays a critical role in ensuring that 'ōlelo Hawai'i continues to thrive beyond us. Together, we can instill the language and therefore, the culture embedded within it, in its people, all that belong and are unique to Hawai'i nei. HB2543 Proposed HD1 will help us to achieve that and that is why we support the recommended amendments submitted by the 'Aha Pūnana Leo. Mahalo for allowing us the opportunity to provide this testimony.

E ho'oulu i ke kaiā'ōlelo Hawai'i no ko Hawai'i nei i mau aku 'o Hawai'i he 'āina Aloha. Drive and inspire change to ensure a living Hawaiian language in Hawai'i and beyond.

Me ka 'oia'i'o,
 Kayla Asing, Kahu
 Ewa Kuamo'o, Kahu Hi'i
 Ke Kōmike Makua



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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

Committee on Lower and Higher Education
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 Rep. Sean Quinlan, Vice Chair

Committee on Finance
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 Rep. Ty J.K. Cullen, Vice Chair

Date: February 18, 2020
 Time: 2:00 P.M.
 Place: Conference Room 309

Testimony of the Pūnana Leo o Hilo
 E Ola Ka 'Ōlelo Hawai'i - The Hawaiian Language Shall Live

Aloha kākou, Chair Woodson, Vice Chairs Hasham and Quinlan and Chair Luke and Vice Chair Cullen and members of the Committees on Lower & Higher Education and on Finance,

We the site director, teachers, staff, and parent group of the Pūnana Leo preschools, submit this testimony in strong SUPPORT of HB2543 Proposed HD1, 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 of Hawai'i.

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E ho'oulu i ke kaiā'ōlelo Hawai'i no ko Hawai'i nei i mau aku 'o Hawai'i he 'āina Aloha. Drive and inspire change to ensure a living Hawaiian language in Hawai'i and beyond.

Me ka 'oia'i'o,
 Kayla Asing, Kahu
 Nohea Astrande, Kumu Alaka'i
 Ke Kōmike Makua



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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

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

Date: February 18, 2020
 Time: 2:00 P.M.
 Place: Conference Room 309

Testimony of the Pūnana Leo o Hāna
 E Ola Ka 'Ōlelo Hawai'i - The Hawaiian Language Shall Live

Aloha kākou, Chair Woodson, Vice Chairs Hasham and Quinlan and Chair Luke and Vice Chair Cullen and members of the Committees on Lower & Higher Education and on Finance,

We the site director, teachers, staff, and parent group of the Pūnana Leo preschools, submit this testimony in strong SUPPORT of HB2543 Proposed HD1, 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 of Hawai'i.

We are one of twelve 'Aha Pūnana Leo preschools and two infant toddler programs in the state. Our 'ohana-based education program has contributed to the revitalization of our 'ōlelo Hawai'i for over 35 years, and continues to normalize it among our keiki, who become leaders within their larger communities.

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E ho'oulu i ke kaiā'ōlelo Hawai'i no ko Hawai'i nei i mau aku 'o Hawai'i he 'āina Aloha. Drive and inspire change to ensure a living Hawaiian language in Hawai'i and beyond.

Me ka 'oia'i'o,
 Kaimana Cabebe, Kahu
 Maleka Tolentino, Kumu Alaka'i
 Ke Kōmike Makua



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Committee on Finance
 Rep. Sylvia Luke, Chair
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Date: February 18, 2020
 Time: 2:00 P.M.
 Place: Conference Room 309

Testimony of the Pūnana Leo o Honolulu
 E Ola Ka 'Ōlelo Hawai'i - The Hawaiian Language Shall Live

Aloha kākou, Chair Woodson, Vice Chairs Hasham and Quinlan and Chair Luke and Vice Chair Cullen and members of the Committees on Lower & Higher Education and on Finance,

We the site director, teachers, staff, and parent group of the Pūnana Leo preschools, submit this testimony in strong SUPPORT of HB2543 Proposed HD1, 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 of Hawai'i.

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E ho'oulu i ke kaiā'ōlelo Hawai'i no ko Hawai'i nei i mau aku 'o Hawai'i he 'āina Aloha. Drive and inspire change to ensure a living Hawaiian language in Hawai'i and beyond.

Me ka 'oia'i'o,
 Leimomi Anderson, Kahu
 Nāwahine Aiona, Kumu Alaka'i
 Ke Kōmike Makua



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- Pūnana Leo o Ko'olau Poko
- Pūnana Leo o Lahaina
- Pūnana Leo o Hāna

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

Date: February 18, 2020
 Time: 2:00 P.M.
 Place: Conference Room 309

Testimony of the Pūnana Leo o Kaua'i
 E Ola Ka 'Ōlelo Hawai'i - The Hawaiian Language Shall Live

Aloha kākou, Chair Woodson, Vice Chairs Hasham and Quinlan and Chair Luke and Vice Chair Cullen and members of the Committees on Lower & Higher Education and on Finance,

We the site director, teachers, staff, and parent group of the Pūnana Leo preschools, submit this testimony in strong SUPPORT of HB2543 Proposed HD1, 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 of Hawai'i.

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E ho'oulu i ke kaiā'ōlelo Hawai'i no ko Hawai'i nei i mau aku 'o Hawai'i he 'āina Aloha. Drive and inspire change to ensure a living Hawaiian language in Hawai'i and beyond.

Me ka 'oia'i'o,
 Kamalu Almodova, Kahu
 Pūnohu Meade, Kumu Alaka'i
 Ke Kōmike Makua



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Pūnana Leo
Pūnana Leo Programs

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- Pūnana Leo o Lahaina
- Pūnana Leo o Hāna

Committee on Lower and Higher Education
 Rep. Justin H. Woodson, Chair
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 Rep. Sean Quinlan, Vice Chair

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

Date: February 18, 2020
 Time: 2:00 P.M.
 Place: Conference Room 309

Testimony of the Pūnana Leo o Kona
 E Ola Ka 'Ōlelo Hawai'i - The Hawaiian Language Shall Live

Aloha kākou, Chair Woodson, Vice Chairs Hasham and Quinlan and Chair Luke and Vice Chair Cullen and members of the Committees on Lower & Higher Education and on Finance,

We the site director, teachers, staff, and parent group of the Pūnana Leo preschools, submit this testimony in strong SUPPORT of HB2543 Proposed HD1, 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 of Hawai'i.

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E ho'oulu i ke kaiā'ōlelo Hawai'i no ko Hawai'i nei i mau aku 'o Hawai'i he 'āina Aloha. Drive and inspire change to ensure a living Hawaiian language in Hawai'i and beyond.

Me ka 'oia'i'o,
 Nā'ai Colburn, Kahu
 Akelina Tibayan, Kumu Alaka'i
 Ke Kōmike Makua



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Pūnana Leo Programs

Aukuku

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- Pūnana Leo o Hāna

Committee on Lower and Higher Education
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 Rep. Sean Quinlan, Vice Chair

Committee on Finance
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Date: February 18, 2020
 Time: 2:00 P.M.
 Place: Conference Room 309

Testimony of the Pūnana Leo o Ko'olau Poko
 E Ola Ka 'Ōlelo Hawai'i - The Hawaiian Language Shall Live

Aloha kākou, Chair Woodson, Vice Chairs Hasham and Quinlan and Chair Luke and Vice Chair Cullen and members of the Committees on Lower & Higher Education and on Finance,

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E ho'oulu i ke kaiā'ōlelo Hawai'i no ko Hawai'i nei i mau aku 'o Hawai'i he 'āina Aloha. Drive and inspire change to ensure a living Hawaiian language in Hawai'i and beyond.

Me ka 'oia'i'o,
 Kaipo Maikai-Kahanaoi, Kahu
 Kāhea Chang, Kumu Alaka'i
 Ke Kōmike Makua



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Pūnana Leo o Mānoa

Pūnana Leo o Ko'olau Poko

Pūnana Leo o Lahaina

Pūnana Leo o Hāna

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 Rep. Sylvia Luke, Chair
 Rep. Ty J.K. Cullen, Vice Chair

Date: February 18, 2020
 Time: 2:00 P.M.
 Place: Conference Room 309

Testimony of the Pūnana Leo o Lahaina
 E Ola Ka 'Ōlelo Hawai'i - The Hawaiian Language Shall Live

Aloha kākou, Chair Woodson, Vice Chairs Hasham and Quinlan and Chair Luke and Vice Chair Cullen and members of the Committees on Lower & Higher Education and on Finance,

We the site director, teachers, staff, and parent group of the Pūnana Leo preschools, submit this testimony in strong SUPPORT of HB2543 Proposed HD1, 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 of Hawai'i.

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E ho'oulu i ke kaiā'ōlelo Hawai'i no ko Hawai'i nei i mau aku 'o Hawai'i he 'āina Aloha. Drive and inspire change to ensure a living Hawaiian language in Hawai'i and beyond.

Me ka 'oia'i'o,
 Karyn Kanekoa, Kahu
 Leilei Ishikawa, Kumu Alaka'i
 Ke Kōmike Makua



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- Pūnana Leo o Waimea
- Pūnana Leo o Mānoa
- Pūnana Leo o Ko'olau Poko
- Pūnana Leo o Lahaina
- Pūnana Leo o Hāna

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Date: February 18, 2020
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Testimony of the Pūnana Leo o Mānoa
 E Ola Ka 'Ōlelo Hawai'i - The Hawaiian Language Shall Live

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Me ka 'oia'i'o,
 Kahōkū Lindsey-Asing, Kahu
 Kainalu Mercado-Spalding, Kumu Alaka'i
 Ke Kōmike Makua



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Pūnana Leo o Hāna

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Date: February 18, 2020
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 Place: Conference Room 309

Testimony of the Pūnana Leo o Maui
 E Ola Ka 'Ōlelo Hawai'i - The Hawaiian Language Shall Live

Aloha kākou, Chair Woodson, Vice Chairs Hasham and Quinlan and Chair Luke and Vice Chair Cullen and members of the Committees on Lower & Higher Education and on Finance,

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Me ka 'oia'i'o,
 Kili Namau'u, Kahu
 Maileilani Namau'u, Kumu Alaka'i
 Ke Kōmike Makua



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Date: February 18, 2020
 Time: 2:00 P.M.
 Place: Conference Room 309

Testimony of the Pūnana Leo o Moloka'i
 E Ola Ka 'Ōlelo Hawai'i - The Hawaiian Language Shall Live

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Me ka 'oia'i'o,
 U'i Ramos, Kahu
 Ke Kōmike Makua



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Date: February 18, 2020
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Testimony of the Pūnana Leo o Wai'anae Hi'ipēpē
 E Ola Ka 'Ōlelo Hawai'i - The Hawaiian Language Shall Live

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Me ka 'oia'i'o,
 Ku'ulei Alves, Kahu
 Ho'onani Na'auao, Kahu Hi'i
 Ke Kōmike Makua



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Date: February 18, 2020
 Time: 2:00 P.M.
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 Ku'ulei Alves, Kahu
 Poina'ole Laurito, Kumu Alaka'i
 Ke Kōmike Makua



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Date: February 18, 2020
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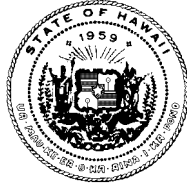
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Me ka 'oia'i'o,
 Maluhia O'Donnell, Kahu
 Kāhealani Tanimoto, Kumu Alaka'i
 Ke Kōmike Makua

DAVID Y. IGE
GOVERNOR



PANKAJ BHANOT
DIRECTOR

CATHY BETTS
DEPUTY DIRECTOR

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



February 17, 2020

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

The Honorable Representative Sylvia Luke, Chair
House Committee on Finance

FROM: Pankaj Bhanot, Director

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

Hearing: February 18, 2020, 2:00 p.m.
Conference Room 309, State Capitol

DEPARTMENT'S POSITION: The Department of Human Services (DHS) supports this bill, requests amendments, and provides comments. DHS defers to the Department of Education (DOE) as to Part II, Part, VI, the Executive Office on Early Learning (EOEL) as to Part IV respectively regarding implementation of this bill.

PURPOSE: This bill proposes to require the parents or guardians of public 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; require DOE to assess kindergarten students; establish the preschool open doors trust fund and requires annual reporting; expand Preschool Open Doors (POD) program eligibility from 4-year-old children to all children who are 3 to 4 years old or will not be at least five years old on or before July 31 of the current school year; require annual reporting regarding the revenues and expenditures of the early learning trust fund; establish a program for DHS to award grants for preschools;

appropriate funds and authorize positions for the POD program; appropriate funds for DHS 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; establish the Early Learning Coordinator position within the Office of the Governor; establish the goal of providing all children who are 3 to 4 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 responsibility to the Early Learning Coordinator; appropriate funds to the Imiloa Astronomy Center for building classrooms for Hawaiian language immersion pre-kindergarten programs; appropriate funds for building early learning services classrooms on public library property; and appropriate funds.

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 HD1 expands the eligibility of the State's POD program to serve three-year-olds in addition to four-year-olds, provides additional funding to DHS through the establishment of the preschool open doors trust fund.

DHS requests an extended effective date to implement the proposed programmatic changes. Expansion of the POD program to serve three-year-olds will require a transition period to revise administrative rules, modify IT data system to change eligibility requirements, amend the contract scope specifications for the POD contractor, and training to implement the program's expansion to include three-year-olds. DHS projects these changes may take place in the 2021-2022 POD year so that applications will be available in early 2021.

To effectuate the changes expeditiously, DHS requests exemptions from Chapters 103F and 103D, Hawaii Revised Statutes, to expand the current POD contract and to modify the IT data system.

Currently, the POD program is accepting applications for the 2020-2021 POD year and will be notifying eligible families by April 30, 2020 of their eligibility for the POD subsidies.

DHS also requests amendments to section 346-181(b), Hawaii Revised Statutes (HRS) to provide prioritizations for three- and four-year-olds instead of the proposed language on page 10, lines 20-21, and page 11, lines 1-10, to read as follows:

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

~~[(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 four-year-old children previously served as three-year-old, as defined by rules adopted by the department;

(2) Four-year-old children previously served as three-year old;

(3) Four-year old children;

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

(5) Three-year-old children."

On page 9, lines 18-21, and page 10, lines 1-10, DHS is tasked to establish or augment an existing database to collect and analyze information it receives from the DOE. DHS notes and requests an extended effective date as DHS will need additional time to establish or augment an existing database. DHS is currently engaged in completing administrative rule amendments, programmatic operational changes, and IT data system modifications to become compliant with the requirements of the federal Child Care and Development Block Grant (CCDBG) Act of 2014 (Public Law 113-186) and 45 Code of Federal Regulations (CFR) Part 98 so Hawaii remains eligible to receive between \$22-30 million in Child Care and Development Fund (CCDF) grant funds. These CCDF grant funds provide for operating costs

for child care regulation (licensing and registration), child care subsidies for low-income working families, and funds for quality care initiatives. DHS anticipates that efforts to establish or augment an existing database proposed by this measure would begin during state fiscal year 2022, once implementation of the CCDBG requirements have been completed. Also, DHS will need to work with the DOE to receive the data that DOE will collect in accordance with this bill.

The proposed bill also establishes a preschool grant special fund for DHS 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, develop rules to implement the grant program, and report to the Legislature on the deposits into and expenditures of the fund.

DHS requests clarification as to whether these preschool grant special funds are intended to cover construction and renovation projects, equipment purchases, and labor and administrative costs. DHS will likely require an appropriation for a fund administrator with requisite knowledge.

DHS further requests, whether the Legislature has a preference or requirement that these private entities that receive preschool grant special funds from DHS be required to maintain a percentage of available child care seats for children of families that receive child care or POD subsidies through DHS.

DHS also requests whether the Legislature has a preference or requirement that there be a minimum time in which the private entities maintain the child care program and or whether a "claw back" provision should exist to require a share of the funds be returned to the preschool grant special fund if the entity no longer maintains the child care program.

DHS further requests clarification whether as to whether the grant would be provided to the entity that paid for the costs of the renovation or new construction that may not be the entity that operates or is the licensee for the child care facility.

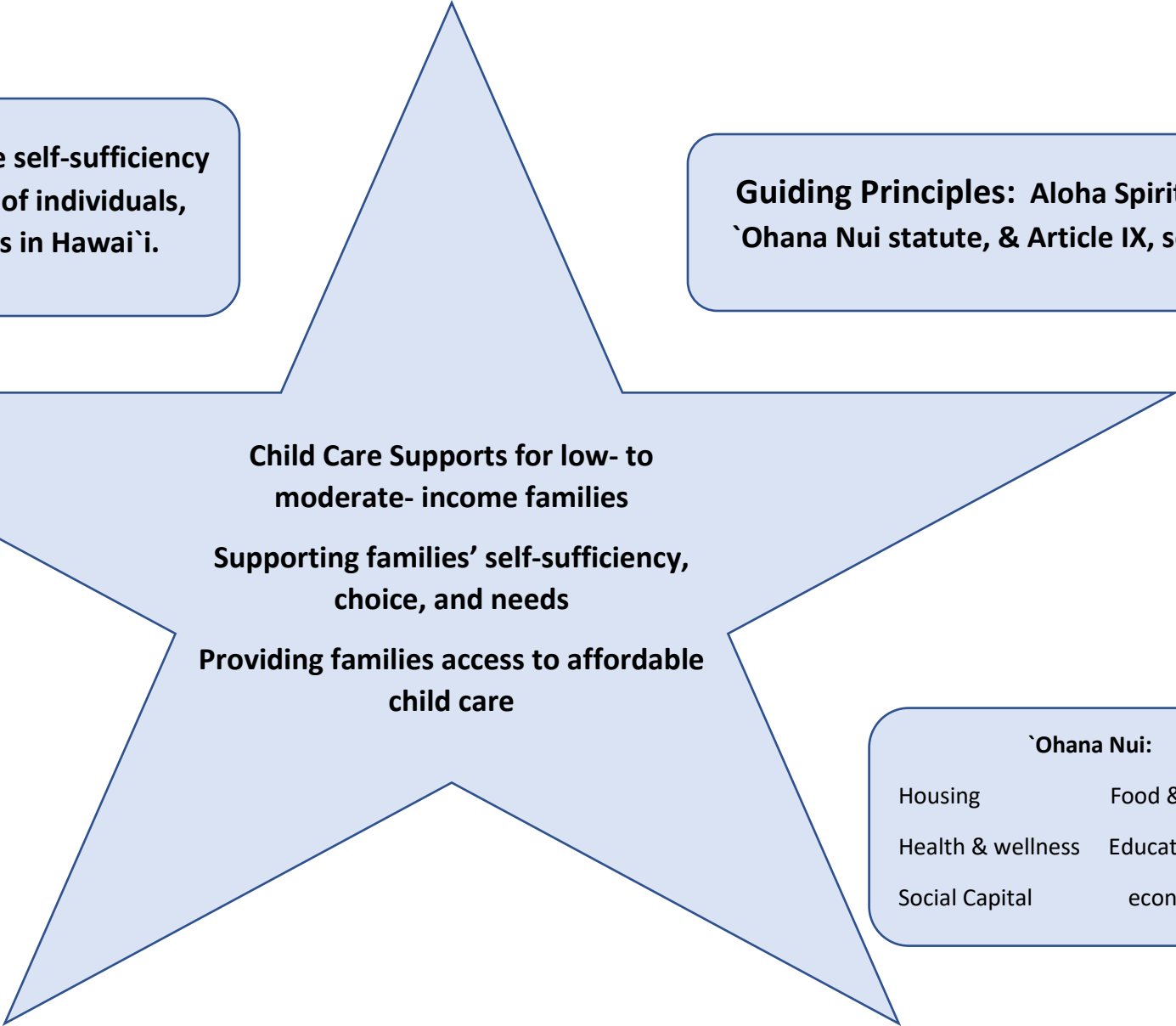
The Committees may refer to the attached exhibit for an overview of the changes that the POD program and expansion of child care capacity would be involved for DHS.

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

Birth – 12 years old

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

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 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	2,995	1,198	1,797	2,096	2,995	35,940
2	4,052	1,621	2,431	2,836	4,052	48,624
3	5,112	2,045	3,067	3,578	5,112	61,344
4	6,170	2,468	3,702	4,319	6,170	74,040
5	7,227	2,891	4,336	5,059	7,227	86,724
6	8,287	3,315	4,972	5,801	8,287	99,444
7	9,345	3,738	5,607	6,541	9,345	112,140
8	10,402	4,161	6,241	7,281	10,402	124,824
For each additional, add	1,057	423	634	740	1,057	

LATE

Wednesday, February 19, 2020 at 9:00 AM
Conference Room 229

Senate Committee on Commerce, Consumer Protection and Health

To: Senator Rosalyn Baker, Chair
Senator Stanley Chang, Vice Chair

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

Re: **Comments on SB 2423**
Relating to Medical Service Billing

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 to provide comments on SB 2423 which establishes billing requirements for unanticipated medical billing and unanticipated coverage gaps of patients for out-of-network emergency services received from non-participating providers. The measure also specifies the circumstances in which health care providers and facilities can bill insurers and enrollees for health intervention services.

HPH agrees with the amendments proposed by the Health Care Association of Hawaii which amends Section 2 and suggests a new Section 3 to create a binding arbitration process that many other states have successfully used to address balance billing for emergency services, which this measure seeks to address. Placing the burden on the provider to resolve balance billing issues overlooks the fact that the insurer shares an equal responsibility in protecting patients from being caught in the middle of the dispute.

Hawai'i Pacific Health (HPH) has experience working with a variety of insurers and providers. We believe in maintaining the integrity of the contracting process between health providers and health insurers in determining fair and adequate reimbursement methodologies for health care services that have already been delivered to patients/insureds. As a provider organization, we also assume that both health care insurers and health care providers have a shared responsibility to protect patients from financial burdens to ensure access to medically necessary care.

We note that setting reimbursement on Medicare rates for non-participating providers will not adequately cover the entire range of medical services for billing that a patient may encounter. For example, there is no applicable Medicare reimbursement methodology for most pediatric procedures and services for women of child-rearing age who are not disabled. Utilizing Medicare as a basis for reimbursement for these populations could potentially be incalculable.

Thank you for the opportunity to testify.



HAWAI'I COMMUNITY
FOUNDATION

February 17, 2020

House Committee on Lower & Higher Education
House Committee on Finance
Hearing: 2:00 p.m., February 18, 2020
Hawaii State Capitol Room 309

LATE

Re: SUPPORT for HB 2543, Relating to Access Learning

Aloha Chair Woodson, Chair Luke, Vice-Chairs Hashem, Quinlan and Cullen and members of the committees:

The Hawaii Community Foundation supports House Bill 2543, 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.



Tuesday, February 18, 2020

House Bill 2543
Testifying in Opposition

Aloha Chairs Woodson and Luke, Vice Chairs Hashem, Quinlan, and Cullen, and
Members of the Committees on Lower & Higher Education and Finance,

The Democratic Party of Hawaii (The Party) **opposes HB2543** Relating to Access to Learning.

The bill currently proposes establishing “the goal of providing all children who are 3 to 4 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...” While we wholeheartedly support expanding access to preschool to more families with the ultimate goal of providing services to all preschoolers in the State of Hawaii, the infrastructure necessary to provide high quality learning for children will take time and substantial investments to put into place.

Lack of classrooms and playgrounds appropriate for preschoolers is already an issue in our state as is the lack of appropriately educated and trained preschool staff. Higher education training programs for teachers wanting to work with 3 and 4 year olds are not readily available, accessible and/or affordable, especially on the neighbor islands. High quality, safe learning environments for our youngest students and the qualified teachers should not be undercut by the desire to open more preschools quickly. Furthermore, we should not consider spending taxpayer dollars to subsidize for-profit businesses as this bill would do as written.

Educating our state’s children, including fully funding high quality preschool for 3 and 4 year olds, is one of the most important jobs of the State of Hawaii. However, expansion without regard for quality would do a disservice to our young keiki and their families.

For these reasons, we urge you to vote against House Bill 2543.

Mahalo for the opportunity to testify,

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

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



Kamehameha Schools®



PARTNERS IN DEVELOPMENT FOUNDATION



Papa Ola Lōkahi



BISHOP MUSEUM



IOLANI PALACE



NATIVE HAWAIIAN EDUCATION COUNCIL



INPEACE



THE QUEEN'S HEALTH SYSTEMS

House Committee on Lower & Higher Education
House Committee on Finance

Time: 2:00 p.m.
Date: Pepeeuali 18, 2020
Where: Capitol Room 309



TESTIMONY

Submitted by the listed organizations

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

E nā Luna Ho'omalū Woodson a me Luke, nā Hope Luna Ho'omalū Hashem, Quinlan, a me Cullen, a me nā Lālā o kēia mau Kōmike, aloha!

On behalf of the listed organizations serving the needs of Native Hawaiians and supporting communities, mahalo for hearing HB 2543, Proposed HD1, which proposes a suite of 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. We write today in **SUPPORT** of this measure.

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, Proposed 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, Proposed HD1, and urge this Committee to advance this measure. Mahalo for the opportunity to testify.

Kamehameha Schools

Hawai‘i Pacific Health

Partners in Development

Council for Native Hawaiian Advancement

Native Hawaiian Chamber of Commerce

HawaiiKidsCAN

Papa Ola Lōkahi

Bishop Museum

Iolani Palace

INPEACE

Native Hawaiian Education Council

The Queen’s Health Systems



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

Committee on Lower and Higher Education Committee on Finance
Rep. Justin H. Woodson, Chair Rep. Sylvia Luke, Chair
Rep. Mark J. Hashem, Vice Chair Rep. Ty J.K. Cullen, Vice Chair
Rep. Sean Quinlan, Vice Chair

Date: February 18, 2020
Time: 2:00 P.M.
Place: Conference Room 309

Testimony of 'Aha Pūnana Leo, Inc.

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

Kauano'e Kama'nā
Pelekikena

'Alohilani Rogers
Kākau'ōlelo

Larry Kimura

William H. Wilson

Ki'ope Raymond

Huililau Wilson

Keawe Lopes

Aloha, Chair Woodson, Vice Chairs Hasham and Quinlan and Chair Luke and Vice Chair Cullen and members of the Committees on Lower & Higher Education and on Finance,

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

The 'Aha Pūnana Leo **SUPPORTS HB2543 Proposed 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. 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'okele
Chief Executive Officer

Ka'iulani J.K.N. Laehā

Section 2 of this bill on page 2 line 3 adds standardized assessments for students entering public kindergarten. And the public prekindergarten program prepares children for school and active participation in society through the use of either of the State's two official languages, we recommend alignment by inserting "in either of Hawai'i's two official languages" for the children in Hawaiian language medium pre kindergarten programs.

Ka Luna Ho'okō
Chief Operating Officer

K. Sean Kekina

We recognize that the State intends to address access to learning in innovative ways and appreciate the opportunity to submit further comments.

Nā Papahana
Pūnana Leo
Pūnana Leo Programs

Aukukui

Section 6 on page 10 line 9 we would like to see that the Hawaiian language medium is called out in prior early learning program information and recommend inserting after "...prekindergarten programs and child care including Hawaiian language medium education programs, to meet the needs of unserved and underserved eligible children.

Hale Kipa '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

Section 12 on page 17 line 3 we would like to add as a benchmark and duties to be carried out by the early learning coordinator to include the constitutional mandate that the State provide for a Hawaiian education program and recommend adding (9) Ensure access to Hawaiian language medium early learning for three and four year olds as appropriate to demand, while also ensuring a general promotion of some study of Hawaiian language, culture and history in all programs as required by the state constitution.

These listed benchmarks and duties to be carried out by the early learning coordinator also serves to promote a curriculum within early care that is foundational to Hawai'i's unique place in the world.

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 Proposed HD1.

Mahalo,

Ka'iulani Laehā
Chief Executive Officer
'Aha Pūnana Leo, Inc.



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

TESTIMONY BEFORE THE HOUSE COMMITTEE ON
LOWER & HIGHER EDUCATION and THE COMMITTEE ON FINANCE

RE: HB 2543 – RELATING TO ACCESS TO LEARNING

TUESDAY, FEBRUARY 18, 2020

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson, Chair Luke, and members of the Committees,

The Hawaii State Teachers Association **is providing comments on HB 2543, proposed 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. As an affiliate of the National Education Association (NEA) we are also committed to improving and expanding Early Childhood Education. High quality early childhood education represents one of the best investments our country can make.

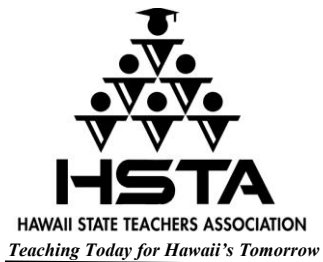
Expanding public preschool is a more economical choice. The state is able to expand public preschool faster, better, and with less funding than it would be to allocate any funds to private entities.

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.

Currently there are 500 licensed pre-school teachers in the DOE not teaching preschool. In a recent survey by HSTA, nearly half of these teachers would be willing to teach preschool. In the sample of 800, over 100 teachers not licensed in preschool, would be willing to gain the license to teach in preschool. 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 DOE is unable to hire enough preschool teachers, but



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

instead the problem is retaining them, and there is a bill in front of the legislature to help with retaining them.

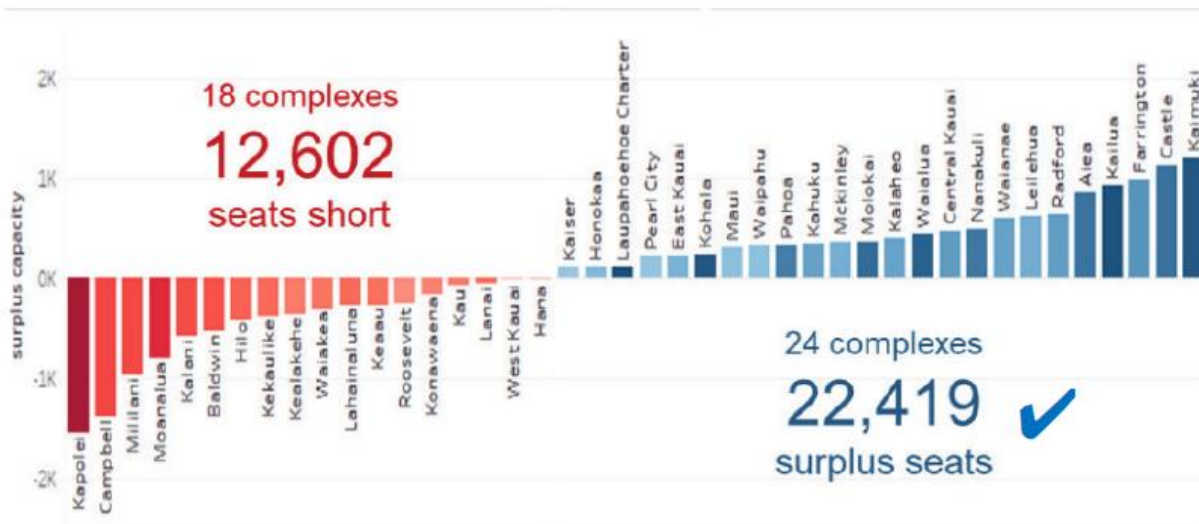
Facilities

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

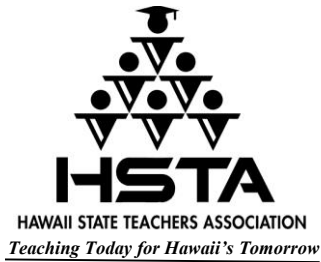
A survey sent out by the DOE to their Complex Area Superintendents stated that they already have 50 classrooms available now for preschool. However, if you add the data from the Jacob’s study on available DOE classrooms in the table provided below, there are other classrooms available too, if preschool classrooms become the priority. 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 them fully self-contained, have 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.

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.



**Parents And
Children Together**

BUILDING THE RELATIONSHIPS THAT MATTER MOST

TO: Chair Luke, Vice Chair Cullen and Members of the House Committee on Finance and Chair Woodson, Vice Chairs Hashem and Quinlan, and Members of the House Committee on Lower and Higher Education

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

DATE/LOCATION: February 18, 2020; 2:00 p.m., Conference Room 309

**RE: TESTIMONY IN SUPPORT OF HB 2543 HD 1 (Proposed) WITH COMMENTS—
RELATING TO ACCESS TO EARLY LEARNING**

We support 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 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 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 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. 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, HB 2094, HB 2623 all address the workforce need, however are

limited to public preschool classrooms. It would be beneficial to consider expanding this 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 and include 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.



Chamber of Commerce HAWAII
The Voice of Business

**Testimony to the House Committees on Lower and Higher Education,
and Finance**

**Tuesday, February 18, 2020 at 2:00 P.M.
Conference Room 309, State Capitol**

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

Chairs Woodson and Luke, Vice Chairs Hashem, Quinlan, and Cullen, and Members of the Committees:

The Chamber of Commerce Hawaii ("The Chamber") **supports** HB 2543 Proposed HD1, which builds the infrastructure and develops 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 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 Proposed HD1.



KAMEHAMEHA SCHOOLS®

Committee on Lower & Higher Education
Committee of Finance

Time: 2:00 PM
Date: February 18, 2020
Where: Conference Room 309

TESTIMONY

By Jack Wong, CEO

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

E nā Luna Ho‘omalū Woodson a me Luke, nā Hope Luna Ho‘omalū Hashem, Quinlan, a me Cullen, a me nā lālā o kēia mau kōmike, aloha! My name is Jack Wong, and I serve as the Chief Executive Officer of Kamehameha Schools.

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



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

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

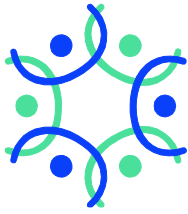
Re: HB 2543 Proposed HD1- relating to access to learning
Hawaii State Capitol, Room 309
2PM, 2/18/2020

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

Thank you for the opportunity to testify on House Bill 2543 proposed HD1. In summary, Hawaii Children's Action Network Speaks! testimony is in support with the request to include following amendments:

- The Preschool Open Doors grant program should focus on areas with unmet need and coordinate with the Executive Office on Early Learning to ensure services are available throughout the state.
- In section 12, creation of the Early Learning Coordinator position; the position should be located in the Executive Office of Early Learning and should be under the supervision of the Director of Executive Office of Early Learning.
- Deletion of the Access to Learning Trust fund as it is duplicative with HRS section 302L-5
- In section 15, The state librarian, in consultation with the early learning coordinator Executive Office on Early Learning, may establish early learning classrooms and contract for early learning services at any library under the state librarian's jurisdiction.
- Adding language for a study on workforce compensation and career pathways

Expanding access to quality programs for our keiki is sorely needed and we should aim to increase efficiencies and reduce duplication. We should focus on the expansion of the programs areas already doing the work and adequately fund their endeavors. Additionally, we must address the workforce shortage that spans from infant and toddler care to high school teachers. Through House Bill 2543, we have the opportunity to infuse our current early learning system with the resources it needs to move forward.



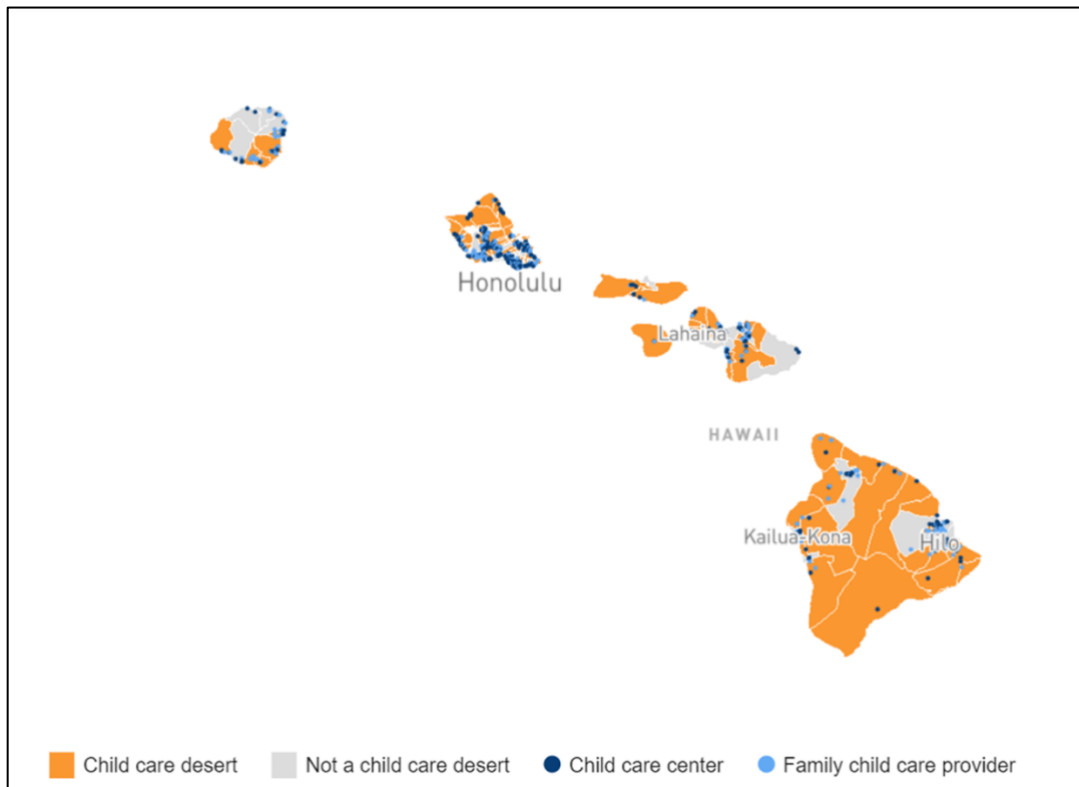
Hawaii

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Section 6.

Preschool open doors (POD) is a school readiness program administered by DHS aimed at serving children in the year prior to kindergarten, with a family income of equal to or less than 85% of the state median income. Currently, for POD, the max monthly eligibility for a family of four is \$5,643. This child care program, as it is defined in its administrative rules section, served 1,676¹ children in state fiscal year 2018, down slightly from the 1,767 served in state fiscal year 2017.² The POD is a great program for families who would otherwise be ineligible for financial support and we support any expansion and infusion of funding into the program. While the intent to add new classrooms and programs through the grant program is admirable, the grant program should prioritize areas with unmet need. As show in the image³ below, throughout our state, child care is a struggle to find, however, some areas have greater need.



¹ Department of Human Services Budget, https://budget.hawaii.gov/wp-content/uploads/2018/12/20.-Department-of-Human-Services-FB19-21-PFP.ef3_.pdf

² Department of Human Services Annual Report, https://humanservices.hawaii.gov/wp-content/uploads/2018/01/DHS_Annual-Report-2017.FINAL_.010218.pdf

³ Center for American Progress, *Child care desert*, 2018, <https://www.americanprogress.org/issues/early-childhood/reports/2018/12/06/461643/americas-child-care-deserts-2018/>



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§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; and
- (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. **The program shall prioritize location of preschool based on need and serve areas identified as underserved**

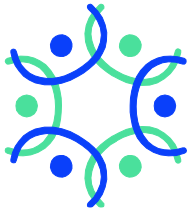
first. Expenditures from the fund may be made by the department without appropriation or allotment.

Section 12.

The duties and authorities prescribed to the Early Learning Coordinator duplicate some statutory responsibilities of the Executive Office on Early Learning (EOEL), specifically in the areas of coordination of early learning systems and development of new programs. To reduce duplication and make clear the roles and responsibilities, if a new learning coordinator position is created it should be under the Director of EOEL. Therefore, the early learning coordinator trust fund is unnecessary and should be removed.

Section 15.

Libraries can serve a vital role in school readiness and early literacy. Libraries are also helping to build healthy communities and some cities have hired social workers to meet the growing demand for resources like housing and employment. Adding a classroom for early learning, especially in those areas where need is great, in libraries could be a wonderful inclusion to our community hubs. As with the POD program, we ask that new classrooms be added in areas where need is greatest. Additionally, having the



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libraries work with the EOEL, who is already creating early learning classrooms, will ensure every child has access to quality learning.

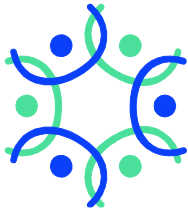
"§312- Early learning classrooms and services on public library property; authorized. The state librarian, in consultation with the early learning coordinator **Executive Office on Early Learning**, may establish early learning classrooms and contract for early learning services at any library under the state librarian's jurisdiction.

New Section

The workforce shortage from child care to high school is a stubborn obstacle to overcome. Much of the focus has been on Department of Education teachers but the shortage persists throughout the entire learning spectrum. Other states are tackling this issue through pay parity across all level of educators. In order to understand the needs of our workforce and impact of pay parity, we should conduct a study. Having this information could be crucial to developing appropriate pathways and financial incentives for a robust workforce.

There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof may be necessary for fiscal year 2020-2021 for executive office on early learnings to conduct a study on workforce development efforts and pay parity. The study will include but is not limited to:

- (1) **Estimated financial impact to the state of offering pay parity between child care, early learning, and DOE teachers**
- (2) **Estimated number of eligible participants in pay parity program**
- (3) **Forecast of needed workforce to implement goal of serving all 3 and 4 year olds by 2030**
- (4) **Current market rate information on pay and wages for**
 - a. **Child care center directors (group center and infant and toddler)**
 - b. **Child care center teacher**
 - c. **Child care center assistant teacher**
 - d. **Child care center aide**
 - e. **Infant and toddler lead caregiver**
 - f. **Infant and toddler caregiver**
 - g. **Infant and toddler aide**
 - h. **Executive Office on Early Learning teacher**
 - i. **Department of Education Title I kindergarten classroom teacher**
 - j. **Department of Education kindergarten teacher**
- (5) **Other state models, if any, on pay parity between early learning (child care) and kindergarten teachers**
- (6) **Proposed operating procedures for pay parity program**
- (7) **Recommendations for future legislation or administrative rules**



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(8) Increasing pathways for child care caregivers and early learning teachers

The report will be due to the legislature by November 1, 2020. There is appropriated a sum of _____ for the study.

We appreciate the interest and excitement on our early learning programs. We hope that through coordination and expansion of existing services, we will achieve the stated goals of HB 2543 proposed HD1. We respectfully request the committees include our suggested amendments and vote favorably on this proposal.

Thank you.



HOUSE BILL 2543, RELATING TO ACCESS TO LEARNING

FEBRUARY 18, 2020 · HOUSE LOWER AND HIGHER
EDUCATION COMMITTEE AND HOUSE FINANCE
COMMITTEE · CHAIRS REP. JUSTIN H. WOODSON
AND REP. SYLVIA LUKE

POSITION: Oppose.

RATIONALE: The Democratic Party of Hawai'i Education Caucus opposes HB 2543, relating to access to learning, which transfers the Executive Office on Early Learning from the Department of Education to the Department of Human Services; renames the office as the Learning to Grow Agency; focuses the jurisdiction of the agency to children who are 3 to 4 years old or will be eligible for kindergarten within 2 years; and establishes the goal of providing all children who are 3 to 4 years old or will be eligible for kindergarten within 2 years with access to learning through an early learning program by the year 2030.

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 8-9 of this measure, however, calls for the establishment of a preschool grant program special fund, into which shall be made appropriations by the State Legislature and the purpose of which 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.”

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: “

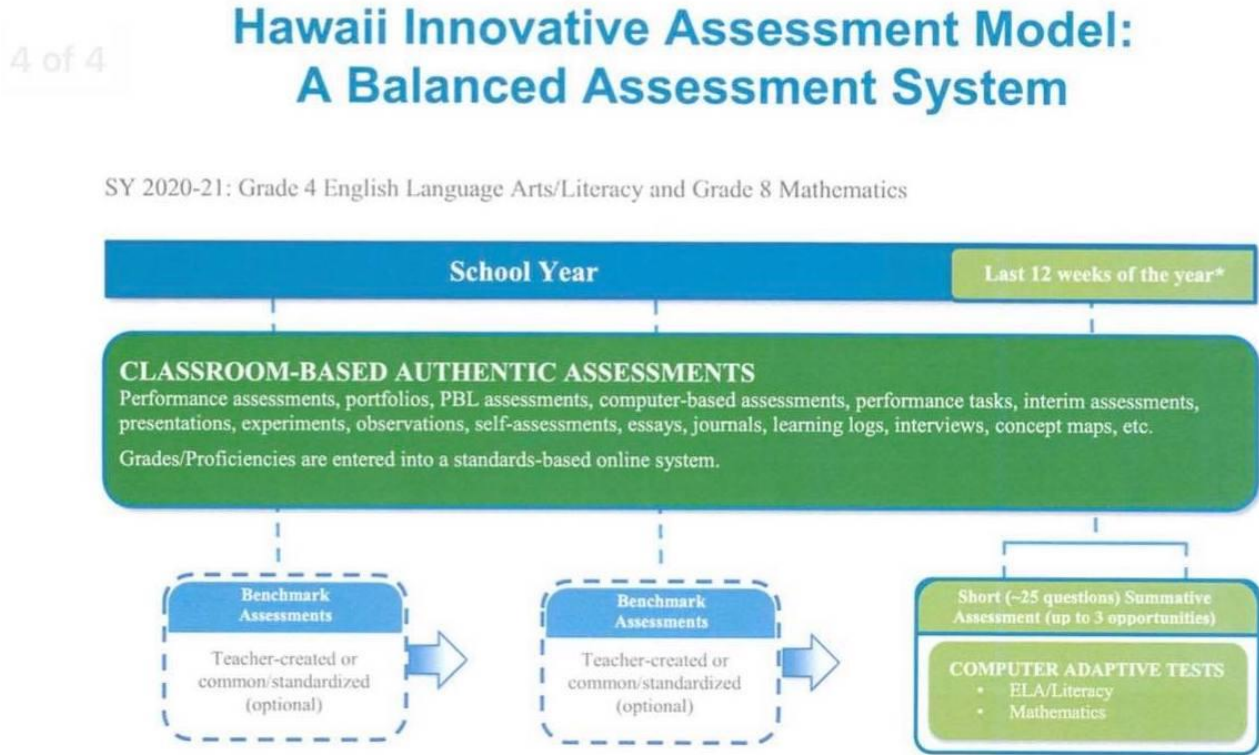
Section 4. No law shall be enacted respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech or of the press or the right of the people peaceably to assemble and to petition the government for a redress of grievances.

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 new Learning to Grow Agency hold such institutions accountable to high standards, assuming that the agency’s 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.

Finally, 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.

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 200-300 elementary school teachers are already early learning certified and 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. Notably, our state's teacher shortage crisis hits secondary schools much harder than elementary schools, meaning that 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.



To: Representative Woodson, Chair
Representative Hashem, Vice Chair
Representative Quinlan, Vice Chair
Members of the House Committee on Lower and Higher Education
Representative Luke, Chair
Representative Cullen, Vice Chair
Members of the House Committee on Finance

From: Ben Naki, President, Head Start Association of Hawaii

Date: February 18, 2020; 2:00 p.m., Conference Room 309

RE: TESTIMONY IN SUPPORT OF HB 2543 HD 1 WITH COMMENTS– RELATING TO ACCESS TO EARLY LEARNING

We support 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 support this bill and 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 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



'AHA KAULEO

STATEWIDE COUNCIL FOR KA PAPAHAANA KAIAPUNI

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

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

'Aha Kauleo, Statewide Council for Ka Papahana Kaiapuni (Hawaiian Language Immersion Schools)

Saturday, February 15, 2020

Opposition to H.B. 2543

The 'Aha Kauleo, is a council of parents, teachers and administrators of Kaiapuni or Hawaiian language immersion schools across the state. We advocate for increased and improved support of Kaiapuni schools and work closely with our school communities, the State Department of Education through the Office of Hawaiian Education, the Board of Education and the University of Hawai'i through its Hawaiian language and studies programs.

We have reviewed this bill and cannot support it in its entirety. Of specific concern is the section of the bill pasted below:

PART V. HAWAIIAN LANGUAGE IMMERSION

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 purpose of assisting the Imiloa astronomy center to build two or more classrooms for Hawaiian language immersion pre-kindergarten programs that shall be used to establish a pathway for the development of other Hawaiian language immersion classes.

As the Statewide Council for Hawaiian Language Immersion Schools we were not aware of this bill and were never consulted. In addition, we are confused as to why the Imiloa Astronomy Center is designated to develop Hawaiian language immersion classrooms as they are not a member of our council and we are not aware of their involvement in Hawaiian language immersion.

As this bill has the potential to have great impact on our Hawaiian language immersion community, we ask that our council be included in the design, implementation and development of the program. As such, the 'Aha Kauleo would like to offer our council as a space for collaboration to ensure that our Hawaiian language immersion community stakeholders are a part of this important process.

Me ka 'oia'io,

Kahahele Dukelow
'Aha Ho'okō (Executive Board)
'Aha Kauleo

Membership Nā Kula Kaiapuni o Ānuenue, Hau'ula, Kualapu'u, Maui ma Pā'ia, Maui ma Kalama, Maui ma Kekaulike, Nawahōkalanī 'ōpu'u, Nahi'ena'ena, Nānākuli, Pū'ōhala, Waiāu, Ke Kula 'O 'Ehunuikaimalino, Ke Kula 'O Samuel M. Kamakau, Ka 'Umeke Kā'eo, 'O Hina I Ka Mālama, 'Aha Pūnana Leo, Brigham Young University, Hawai'i, Hale Kuamo'o, Hawai'i Department of Education, Kamehameha Schools, Office of Hawaiian Affairs, University of Hawai'i at Hilo-Ka Haka 'Ula o Ke'elikōlani, University of Hawai'i at Mānoa-Hawai'i inuiākea & University of Hawai'i Maui College-E Ho'oulu Lāhui



February 17, 2020

Representative Sylvia Luke, Chair
Representative Ty J.K. Cullen, Vice Chair
State of Hawaii House Finance Committee

Dear Honorable Members of the Hawaii State Legislature,

On behalf of Family Hui Hawai`i, I would like to provide our support with comments for HR 2543, HD1 increasing access to early care and learning as part of Hawaii's State Early Childhood Plan. Family Hui Hawai`i is a non-profit 501(c)3 organization dedicated to strengthening families and communities, reducing violence against children, and promoting the healthy development of children through family to family connection, parenting education and links to community services. FHH is a first contact provider to families with young children, prenatal-5 years serving over 1000 parents and children statewide each year. We provide parents the education content and social supports to raise their children confidently during the critical age of early brain development placing children on a track of healthy development leading to success in school and in life.

The investment in the families of our youngest children is a needed and economically strategic use of funds. During these early years, learning is about the whole child, physically, cognitively, and social-emotionally. Early learning is not just in the classroom and does not begin at age 4 years at PreKindergarten. Learning is everywhere the child is – at home, at their auntie's house, family child care provider's home, early learning centers, and at home with their family. Families play a critical role in preparing their children to be successful in school and life. They are the constant in the many learning environments that their children will experience as they grow.

Family Hui Hawaii recommends that the bill place a stronger emphasis on increasing family engagement and family choice in accessibility to many types of early care and learning programs, not only 3 and 4 year old preschool center based settings. Early care and learning settings include a range of community services including parenting programs, home visiting, family child care, as well as center-based and Hawaiian immersion programs. A bill that is too narrow in the types of settings that it will support limits the choices families have and essentially makes the choice for them instead of supporting the family to make the right choice for their values and situation.

Additionally, we recommend that the Executive Office on Early Learning (EOEL) coordinate the expansion of the preschool program as part of the State's Early Learning System. The EOEL was established to ensure that Hawaii has an effective, coordinated, high quality early learning system. The Early Childhood State Plan addresses all of the system support needs to accomplish the expansion of the early learning system. As the purpose of this legislation is to expand access to learning, the implementation should logically fall to the current entity already in place and charged to do so. The proposed Early Learning Coordinator position duplicates the efforts of the EOEL and lacks a governing body that has the expertise of the early learning community. Expansion without quality can be damaging to children. An Early Learning Coordinator without oversight does not ensure quality.

We believe the State must recognize the need to care for all of our children, beginning prenatally and throughout the transition to formal K-12 education and must respect the families' right to choose the type of early learning setting that they believe is best for their child. The EOEL is dedicated to developing the whole child and we are assured that with its commitment to children and families, with the support of this public private partnership, they will make steady progress towards providing quality early learning supports for all. We ask that you consider our recommendations and support this legislation.

Respectfully,

Cherilyn Shiinoki
Executive Director

HB-2543

Submitted on: 2/16/2020 4:37:54 PM

Testimony for LHE on 2/18/2020 2:00:00 PM

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

Comments:

Generally I am in support of anything to do with increasing early childhood programs. I have some concerns about this bill: 1) what kinds of assessments will be used on the children? what will happen to the data, who will have access? 2) why are we funding Imiloa anything? What will the criteria have to be to use that facility? Isn't that UH campus? 3) how will educators be paid to teach at these early learning places will their salaries be one that they can live on?

HB-2543

Submitted on: 2/16/2020 5:07:53 PM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kauanoë Kamana	Individual	Support	No

Comments:

I **SUPPORT HB2543 Proposed HD 1** and the recommended amendments submitted by the 'Aha PÅ«nana Leo. Our keiki are thriving speakers of Hawaiian and our 'ohana continue to be committed and engaged in our keiki's learning. Mahalo for building upon the 'Aha PÅ«nana Leo's 35+ years of Hawaiian language medium early learning experience.

Mahalo for to your continued support and aloha for Hawaiian, Hawai'i's language and culture for all of Hawai'i's people.

HB-2543

Submitted on: 2/16/2020 7:16:55 PM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Michael Ching, MD, MPH	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. Please do not hesitate to contact me if there are any questions.

HB-2543

Submitted on: 2/16/2020 11:51:31 PM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jesse P Neumann	Individual	Support	No

Comments:

HB-2543

Submitted on: 2/17/2020 2:56:30 AM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
B. Noelani Iokepa-Guerrero	Individual	Support	No

Comments:

Aloha,

Nui ke kĀ• ko'o i kĀ"ia pila i ala e ho'onui ai i ke kĀ• ko'o i ke ola o ka 'Ā• lelo Hawai'i he 'Ā• lelo kĀ«helu a 'Ā• lelo 'Ā• iwi o kĀ"ia 'Ā• ina o Hawai'i ma o ka ho'ona'auao i nĀ• kamali'i.

na'u, na Noelani

Representative Sylvia Luke, Finance Chair Senator
Representative Justin Woodson, Education Chair

SEP

Tuesday, February 18, 2020, 2:00 PM,
Conf. Room 309 Support for HB 2543 HD1,

Relating to Access to learning.

Aloha, my name is Danny Goya I am Director of Project Development for the Partners in Development Foundation and the founder of the Ka Pa'alana Homeless Family Education Program, but I am here today speaking as an individual citizen and not here to represent PIDF. I am submitting this testimony to express my very strong support for increased access for three-year old keiki (as well as four-year old keiki). I agree with the intent of the bill, but stress the importance of a mixed delivery system that includes home visiting services, family childcare and family child interactive learning (not just center-based classrooms)

One of the greatest obstacles for families with young children is affordable and accessible childcare. Hawai'i has one the worse statistics in country regarding accessible early childhood education and childcare. According to the University of Hawai'i Center on the Family, in East Hawai'i Island, 74 three year olds compete for one spot! Furthermore, 85% of a child's brain is formed in the first three years of life. Therefore, expanded access to the 0-3 space should be considered.

I also work with Native Hawaiian communities, and Native Hawaiian communities prefer the choice to raise their child. A family child interactive learning (FCIL) environment provides that choice. FCIL also have the ability for high-impact and scale as well.

Mahalo for supporting this bill- but please considered expanding the scope to a mixed delivery system and including funding for FCIL programming.

Mahalo,



Daniel Goya

LATE

HB-2543

Submitted on: 2/17/2020 3:27:23 PM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Patrick Branco	Individual	Support	Yes

Comments:

Early learning, between birth and the time one enters kindergarten, is currently the largest inequity in education and a major contributing factor to multigenerational socioeconomic inequity in Hawai'i. Generally, children whose families can afford a formal early learning program are blessed with its many benefits. Meanwhile, many of those who come from socially disadvantaged circumstances receive no formal early learning and typically enter the public educational system even further behind their peers. In addition, without accessible early learning programs, disadvantaged parents are forced to forego work to stay home with their children, causing further financial stress. For these reasons, early learning must be made available to all of Hawai'i's keiki to provide them with an equal start and the greatest chance for educational and life-long success, thereby bridging socioeconomic inequities and supporting families.

I support HB2543, which sets the meaningful goal of ensuring every child in Hawai'i has access to early learning within 10 years. Early childhood learning plays an integral role in shaping the overall development of our keiki. Preschool is foundational toward helping keiki gain confidence in learning new skills while nurturing cognitive and social learning in a safe and supportive environment. It allows keiki to learn how to interact with their peers, better understand their surroundings, and immerse themselves in new experiences in healthy and safe settings that promote a strong sense of well-being and identity.

By engaging our keiki in early learning, we set a basis leading to a greater likelihood for educational and life-long success and a reduction in future at-risk factors. All of our keiki deserve access to benefits and opportunities provided through early learning and should not be left out due to the economic struggles plaguing Hawai'i's working families. Additionally, we must support our working families. By providing affordable early learning for their children, parents can maintain their careers and provide financially for their families, contribute to Hawai'i's economy, and continue to call Hawai'i home.

Please pass HB2543 to create a brighter future for all of Hawai'i's keiki.

Mahalo,
Patrick Branco

February 18, 2020

Committee on Lower and Higher Education, Rep. Justin H. Woodson, Chair
Committee on Finance, Rep. Sylvia Luke, Chair

Testimony in Support of HB2543 Proposed HD1

Aloha Chair Woodson, Chair Luke, and members of the House Committee on Lower and Higher Education and House Committee on Finance.

My name is Mary Mele Miller. I am a student of Hawaiian language at Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language at the University of Hawai‘i at Hilo. I ask that you pass HB2543 Proposed HD1 with amendments that include specific mention of Hawaiian language medium early education as proposed by the ‘Aha Pūnana Leo. This is an important bill for moving Hawaiian language medium early education forward.

The College was mandated by the 1997 State Legislature to serve statewide Hawaiian language medium education needs, including teacher training and laboratory schools. HB2543 Proposed HD1 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 and 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 Lunamaka‘āinana no kēia pila HB2543 HD1.

Na‘u me ke kāko‘o piha

Na Mary Mele Miller

LATE

Testimony

My name is Jennifer Ramos, I am currently a student and I do not represent a group or organization. I am testifying in favor of HB2543 which relates to ‘Early Learning’. All children should have the same access to learn regardless of socioeconomic status. With this Act, all children can be given an equal opportunity to learn starting from ages three to four. Therefore, I am in favor of HB2543.

Jennifer Ramos

Jramos8@hawaii.edu

HB-2543

Submitted on: 2/17/2020 8:06:43 AM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Alysa Lavoie	Individual	Support	No

Comments:

HB-2543

Submitted on: 2/17/2020 9:50:58 AM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kyla Manzano	Individual	Support	No

Comments:

Aloha kākou,

I am Kyla Manzano, one of the kindergarten teachers at Ke Kula 'Ō Nāwahālokalani pu'u. I submit testimony as an individual who first hand witness the development of the Hawaiian Language Medium Educational Schools as both an employee and parent.

I SUPPORT the passing of HB2543 Proposed HD1 with amendments that include specific mention of Hawaiian language medium early education as proposed by the 'Aha Pānana Leo.

HB2543 Proposed HD1 will allow for the growth of Hawaiian language medium early childhood education statewide. In including the 'Imiloa Astronomy Center, it will enhance 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'elikani 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. I am also a product of the Hawaiian language college as well as their teacher preparation program.

LATE

HB-2543

Submitted on: 2/17/2020 8:45:25 PM
Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Lisa Spain	Individual	Support	No

Comments:

Aloha-

As a supporter of Hawaiian language immersion programs, I especially support Section 14 as it relates to the development of additional classrooms for Hawaiian language immersion preschools.

Mahalo,

Lisa Hadway Spain

February 17, 2020

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

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

FROM: Leilani Au
45-430 Ohaha Street
Kaneohe, Hawaii 96744

SUBJECT: **Measure:** H.B. No. 2543
Proposed H.D. 1 – RELATING TO ACCESS TO LEARNING
Hearing Date: February 18, 2020
Time: 2:00 p.m.
Location: Room 309

I applaud the Legislature for prioritizing the needs of young children and their families. Having been in the field of Early Childhood Education for over thirty years, working directly with children, families, and other early childhood educators, I hold the strong belief that families need and deserve the support of their federal, state and local governments as they often struggle to meet their daily needs to support their family. No parent should ever have to choose only the child care they can afford, but instead should have quality choices to meet their individual unique needs.

House Bill 2543 recognizes the very real need of many families to find, access, and afford quality child care services for their children.

However, I would ask the committee to please implement this ambitious project with care. I don't understand why a new early childhood coordinator position is being created, when the current Executive Office on Early Learning exists to fill this role. Their ten-year expansion plan seems realistic and achievable and is designed to balance the desire for rapid expansion with the need for creating supporting infrastructure, including the development of an increased workforce to care for children. They have created relationships with many who can share the work to implement the lofty and admirable goals of this bill.

I am interested in the idea of expanding facilities on the grounds of public elementary schools and libraries, but wonder if there are also opportunities for supporting expansions of existing private child care programs? A mixed delivery system is the best way to ensure that families will have a variety of quality child care choices to meet their family needs.

In my current role as the Center Director at the UH Manoa Children's Center, I have had many opportunities to see the effective implementation of the Preschool Open Doors and Child Care Connection subsidy programs for families. I think expanding this program by creating a trust fund makes good sense and can address some of the continued issues of affordability that many families face. But, again, I believe this must be implemented with care and by coordinating the existing efforts of many in our Early Childhood Community.

I look forward to participation in the continued progress of this legislation.

Thank you

HB-2543

Submitted on: 2/17/2020 10:06:09 AM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Leialoha Kealaiki	Individual	Support	No

Comments:

As an immersion school teacher with a BA degree in both Hawaiian studies and Linguistics I believe it is vital for the development of a child's language around the ages of 3 to 4. Allocating funds to support the growth of our children in immersion school programs has been a struggle and I fully support this bill in hopes that we can continue renormalizing the Hawaiian language in our local communities.

HB-2543

Submitted on: 2/17/2020 10:21:42 AM

Testimony for LHE on 2/18/2020 2:00:00 PM

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

Comments:

I'm submitting testimony as an individual with a strong sense of kuleana to the development of Hawaiian language medium education including early childhood Hawaiian language medium education. As a Ka Haka 'Ula o Ke'elikā'i College of Hawaiian Language (UHH) graduate and current PhD candidate, it is my understanding that the College was mandated by the 1997 State Legislature to serve statewide Hawaiian language medium education needs including teacher training and laboratory schools.

It is also my understanding that HB2543 will allow for the growth of Hawaiian language medium early childhood education statewide. I strongly believe that collaboration with 'Imiloa Astronomy Center will enhance the College's 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.

I am not a parent, but I am an aunt to 9, 2 of which are in the early childhood education stage. Their parents are Hawaiian language speakers who would greatly benefit from Hawaiian language medium early education. I strongly believe that HB2543 will create better opportunities for families like my own (and my immediate future 'ohana) to gain greater access to a Hawaiian language medium education.

Date: Feb. 17, 2020

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

To Honorable Chair, Rep. Justin Woodson, Vice Chair, Rep. Mark Hashem, Vice Chair, Rep. Sean Quinlan, and Members of the House Committee on Lower and Higher Education; and,

To Honorable Chair, Rep. Sylvia Luke, Vice Chair, Rep. Ty Cullen, and Members of the House Committee on Finance,

We, who represent some of the early childhood higher education faculty 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. We support the intent of this bill with the following recommendations:

We recommend that our state look to other states on their development and implementation of high quality mixed delivery systems of preschools through public and private entities, and the incremental or phased approach they took so standards of quality in the field of early childhood education could be achieved while infrastructure and workforce were being developed. One indicator of high quality is that all lead teachers have a bachelor's degree with specialized knowledge and training in early childhood education.

We recommend that our state build this high quality mixed delivery system of preschools 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).

We do not recommend spending more public funds and putting in more time and effort into the creation of a new early learning coordinator position and staff to serve all three-year olds, four-year olds, and late born five-years olds.

We support expanding the Preschool Open Doors (POD) subsidies to all three-year olds, four-year olds, and late born five-years olds. We recommend that the Department of Human Services (DHS) work collaboratively with the EOEL to expand access to more three-year olds, four-year olds, and late born five- years olds through the POD subsidy program. We recommend that DHS provide virtual and in-person workshops to help families fill out their applications for POD subsidies.

We recommend that the DHS work collaboratively with the EOEL to establish eligibility criteria for public and private entities who want to offer preschool experiences to more children whose families are receiving POD subsidies, including eligibility criteria and guidelines for how public and private entities that enroll more POD subsidized children in their preschool programs can access quality improvement grants for their preschool programs.

We recommend utilizing the existing Early Learning Trust Fund for public and private funding that would go to the expansion of POD subsidies and financial support for the current and prospective ECE workforce to obtain their associate and bachelor degrees in ECE for this expanded preschool program, rather than taking more time and effort to establish a POD Trust Fund.

We support the bill's proposal to implement a kindergarten entry assessment. We recommend that this assessment: 1) Be a standard developmentally appropriate kindergarten entry assessment that is developed collaboratively between the Department of Education (DOE), the EOEL, and early childhood higher education faculty; 2) Be administered by DOE kindergarten teachers to all entering kindergartners during the first month of their kindergarten experience. We suggest that requiring the assessment to be conducted in the first two weeks is an inadequate amount of time; 3) Be tied to training for DOE kindergarten teachers on how to administer it with fidelity and use the data to inform and improve teaching practices.

We look forward to being part of this exciting and important direction for our state in realizing a long-term dream of a high quality preschool for Hawai'i's keiki and their families. We are willing and able to join hands with you, the EOEL, and our many partners to provide high-quality early learning and care that our keiki and families need and deserve.

Sincerely,

Honolulu Community College - Elizabeth Hartline, MA; Caroline Soga, ABD

Kaua'i Community College - Antonia Fujimoto, MA

University of Hawai'i at Mānoa, College of Education - Robyn S.B. Chun, MEd; Jane Dickson-Iijima, MS; Terry Lock, EdD

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

University of Hawai'i West O'ahu - Susan Matoba Adler, PhD

HB-2543

Submitted on: 2/17/2020 1:14:25 PM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Bridgit Bales	Individual	Support	No

Comments:

A goal of providing ALL children with access to learning through an ealy learning program...finally! Long overdue! I strongly support this bill!

HB-2543

Submitted on: 2/17/2020 11:25:36 AM

Testimony for LHE on 2/18/2020 2:00:00 PM

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

Comments:

Aloha Chair Woodson, Chair Luke, and members of the House Committee on Lower and Higher Education and House Committee on Finance,

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 Proposed HD1 with amendments that include specific mention of Hawaiian language medium early education as proposed by the ‘Aha PÄ«nana Leo. 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 soley 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. It would be a blessing for the funds to help the Hawaiian language medium education move forward and make our kÄ«puna proud as well as strengthen the Hawaiian community in reviving our cultural identity.

Mahalo for this bill HB2543 HD1, i mua kÄ• kou.

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

HB-2543

Submitted on: 2/17/2020 11:45:12 AM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Julia Wieting	Individual	Oppose	No

Comments:

Dear LHE/FIN committee members,

I am submitting commentary on HB2543

I appreciate HB2543's work to make preschool for 3 and 4 year-olds viable, as well as the emphasis on flexible childcare solutions for families from different socioeconomic situations. It is certainly pragmatic to capitalize on existing school infrastructure to develop public preschool, and thus understandable that pursuing school readiness at kindergarten means working backwards year by year.

As the working parent of a two year old, however, the critical gap in care has not been for the 3 year old child that I don't have yet. The gap in care has been there since birth. In other words, I needed care for my daughter the most when she was six weeks old, and when she was a year old, and when she was 18 months old. I know that I am not alone in wondering why the legislative discussion of early learning and early childhood education does not really consider the years before preschool. This is the time when parents need the most help in figuring out ways to balance work and child care that are sustainable, equitable, and affordable. Some folks have extended family to help out, which is great – I don't. Moreover, asking grandparents to stand in for full time childcare professionals is an unfair burden to an aging population that itself needs care.

I understand why it seems more pragmatic to try to solve school readiness by creating more school for 3 year olds. A three year old who presents with social and emotional problems, however, would have been better served by having quality care from birth instead of being remediated in preschool. That's not to say that all children need remediation, but rather to say that early learning can either treat symptoms of the gap in care from years 0-3, or it work to prevent problems by closing that gap through quality care from birth onward. School readiness is an adult-centered idea: children should be good at going to school because that's what they're mandated to do. Quality care is a child-centered idea: children should have their social, emotional, and intellectual needs met at home and with child care providers *because every child deserves to be well*. Quality care means child care that is not babysitting; quality care means child care workers who are engaged; quality care means learning through access to play, the outdoors, and cognitive development.

The aims of this bill are important in that they serve as real steps forward in creating early learning, and even more so for underserved populations. The aims of this bill are confusing, with regard to creating a Learning to Grow office and an Early Learning Coordinator, given that the Executive Office of Early Learning already has a remit for much of the proposed Coordinator's work and is already working to extend public pre-K. Rather than investing state funds in duplicating administrative infrastructure, I'd rather the legislature focus on developing the economic infrastructure that would truly support public early learning programs that are well integrated and high quality. Create incentives for people to become qualified child care providers. Explore options for teacher housing that enable people to choose education as a profession. Require child care facilities to be included in new housing developments to increase access and cut down on commuting. Expand prenatal education so parents are prepared to make informed choices. Do *something* about paid family leave to enable families to roll with the punches when necessary.

Having quality child care is the difference between being able to survive in Hawai'i and not. I can choose between purchasing a home and sending my child to daycare. Hands down, daycare wins. I accept that reality as part of my life here, and I understand that part of my responsibility as a parent is to use my resources wisely and in so doing, teach my child to do so as well. I wish it were less hard; I wish every family didn't have to reinvent the wheel; I wish that child care was a sector that Hawai'i excelled in because it's a worthwhile problem to solve. In so many other ways, people really live with aloha here. Competing for childcare resources, and having to settle for the paucity of options, is not one of them.

Thank you for reading. Sincerely,

Julia Wieting

HB-2543

Submitted on: 2/17/2020 11:53:35 AM

Testimony for LHE on 2/18/2020 2:00:00 PM

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

Comments:

Eia au ke hā• pai nei i ko'u leo kā• ko'o i ka pila 'o HB2543 no ka ho'oholomua i ka hana ho'ā• la 'ā• lelo Hawai'i no ka pono o nā• hanauna e hiki mai, a no ka pono o ko Hawai'i pae'ā• ina.

I am in full support of HB2543 to help ensure the survival and prosperity of the Hawaiian language for the good of generations to come, and for the good of all of Hawaii.

Aloha,

Bruce Torres Fischer

HB-2543

Submitted on: 2/17/2020 12:35:49 PM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Naupaka Joaquin	Individual	Support	No

Comments:

Please allow for the growth of Hawaiian language medium early childhood education statewide.

Allocate funding to 'Imiloa/KHUOK to address early education and childcare through Hawaiian, including the possibility of a strong laboratory school model of Hawaiian language medium early education - specifically, the allocation would support the construction of classrooms for pre-K at Hale'Ā• lelo.

Supported by,

Ka 'ohana Joaquin

Committee on Lower and Higher Education
Rep. Justin H. Woodson, Chair
Rep. Mark J. Hashem, Vice Chair
Rep. Sean Quinlan, Vice Chair

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

Date: February 18, 2020

Time: 2:00 P.M.

Place: Conference Room 309

Testimony in Support of HB2543 Proposed HD1

From Dr. Larry Kimura

**Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language
University of Hawai'i at Hilo**

Aloha Chair Woodson, Chair Luke, and members of the House Committee on Lower and Higher Education and House Committee on Finance.

My name is Dr Larry Kimura. I am an Associate Professor of Hawaiian Language and Culture 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 Proposed HD1 with amendments that include specific mention of Hawaiian language medium early education as proposed by the 'Aha Pūnana Leo. This is an important bill for moving Hawaiian language medium early education forward.

I submit testimony as an individual with a life long professional dedication to the survival of Hawai'i's indigenous Hawaiian language. As the first President and Co-Founder of Hawai'i's first Hawaiian medium preschools, Pūnana Leo, in tandem with the development of tertiary undergraduate and graduate degrees up to the Doctorate in Hawaiian and Indigenous Language and Culture Revitalization, the fulfillment of HB2543 is vital to the momentum now being witnessed for the life and wellbeing of a people through Hawai'i's official Hawaiian language.

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

Dr. Larry Kimura

DAVID Y. IGE
GOVERNOR



JOHN S.S. KIM
CHAIRPERSON

LATE

LATE

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 Proposed HD1 Relating to Access to Learning
DATE: February 18, 2020
TIME: 2:00 P.M.
COMMITTEES: Committee on Lower and Higher Education and Committee on Finance
ROOM: Conference Room 309
FROM: Sione Thompson, Executive Director
State Public Charter School Commission

Chair Woodson, Chair Luke, and members of the Committees:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony **SUPPORTING THE INTENT OF HB 2543 PROPOSED HD1** which increases access to early learning opportunities, requires families of incoming kindergarten students to disclose information on the child’s prior child care program or prekindergarten attendance, and requires the Department of Education (DOE) to assess kindergarten students, among other provisions.

The Commission supports the requirement to have the parents or guardians of public school kindergarten students to the disclose information on the child's prior child care program or prekindergarten attendance. Currently the public school’s Student Enrollment Form (SIS-10W) has a field to collect this data, called “Preschool Experience” however it is not consistently entered into the data system. The Commission recommends making this a requirement for families to complete and for the data to be entered into the appropriate student information system in order to facilitate the collection of this critical data.

The Commission also recommends expanding the field to identify it as “Early Learning Experience” that is inclusive of all early learning program options (center based, home based, FCIL (Family Child Interactive Learning), FFN (Family Friend and Neighbor) and the name of the provider will provide data to inform the areas with the highest need for prekindergarten and child care programs.

The Commission supports the intent to require the DOE to gather kindergarten entry assessment data. Currently Hawai'i does not have a uniform kindergarten entry assessment system. Without this data, it is difficult to measure school readiness as students enter kindergarten. While this is considered, it is important that the decision makers include DOE, the Executive Office on Early Learning (guided by the Early Learning Board), and the U.H. Hilo Ka Haka 'Ula O Ke'elikōlani program, who has expertise on Native Hawaiian high quality early learning programs and systems. The Commission acknowledges that the DOE will need budgetary support to build this data gathering system and supports any funding needed for this provision.

The Commission supports the provisions which expands the eligibility of public prekindergarten programs to include three-year-olds, following the current priority categories. The Commission also supports the expansion of the Preschool Open doors Program to broaden its program eligibility to three- and four-year olds. Evidence demonstrates that two years of high quality preschool has greater impact than one, particularly for at-risk children (Fox & Geddes, 2016). It is imperative that Hawai'i invest in programs that support our children and families to close the achievement gap.

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.



LATE

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

LATE

**House Committee on Lower & Higher Education
House Committee on Finance**

Tuesday, February 18, 2020
2:00 p.m.
Hawaii State Capitol, Room 309

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

Dear Chairs Woodson and Luke; Vice Chairs Hashem, Quinlan, and Cullen; and Members of the Committees:

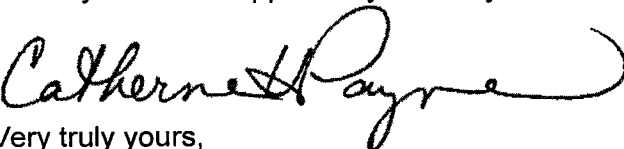
The Board of Education ("Board") appreciates the intent of the proposed HD1 for HB 2543, which would, among other things, establish the Early Learning Coordinator position in the Office of the Governor with the goal of providing all children who are three to four years old with enrollment in a preschool 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 positions on proposed legislation are in regards to matters of public policy only, 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.

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


Very truly yours,

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

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
P.O. BOX 150
HONOLULU, HAWAII 96810-0150

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

LATE

LATE

WRITTEN ONLY
TESTIMONY BY CRAIG K. HIRAI
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE
TO THE HOUSE COMMITTEES ON LOWER & HIGHER EDUCATION AND FINANCE
ON
HOUSE BILL NO. 2543, PROPOSED H.D. 1

February 18, 2020
2:00 p.m.
Room 309

RELATING TO ACCESS TO LEARNING

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

H.B. No. 2543, Proposed H.D. 1: 1) requires parents or guardians of public 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) to assess kindergarten students; 3) establishes the Preschool Open Doors Trust Fund (PODTF), which exempts expenditures from appropriation and allotment and requires annual reporting; 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) requires annual reporting regarding the revenues and expenditures of the Early Learning Trust Fund; 6) appropriates an unspecified amount of general funds for FY 21 to support early learning programs in the Executive Office of

Early Learning; 7) establishes a program for the Department of Human Services (DHS) to award grants for preschools and establishes the Preschool Grant Special Fund (PGSF); 8) appropriates an unspecified amount of general funds for FY 21 and authorizes an unspecified amount of positions for DHS' POD program; 9) 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; 10) 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; 11) 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; 12) 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; and 13) appropriates an unspecified amount of general funds to DOE for FY 21 to build two or more early learning services classrooms on property under the jurisdiction of the Public Library System.

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, Proposed H.D. 1, it is difficult to determine whether the proposed PGSF would be self-sustaining.

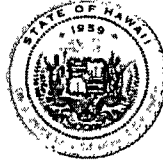
In addition, B&F has concerns with the self-sustaining capability of the proposed PODTF and the ambiguity of one source of funding for the PODTF being revenues "regardless of their source." Potentially, this reference could mean all revenues that currently go into the general fund.

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

Thank you for your consideration of our comments.

LATE TESTIMONY

DAVID Y. IGE
GOVERNOR



CLARE E. CONNORS
ATTORNEY GENERAL

DANA O. VIOLA
FIRST DEPUTY ATTORNEY GENERAL

STATE OF HAWAII
DEPARTMENT OF THE ATTORNEY GENERAL
425 QUEEN STREET
HONOLULU, HAWAII 96813
(808) 586-1500

February 18, 2020

Honorable Justin H. Woodson
Chair
House Committee on Lower and Higher
Education
Thirtieth State Legislature
Hawaii State Capitol, Room 405
Honolulu, Hawaii 96813
E-Mail: repwoodson@Capitol.hawaii.gov

Honorable Sylvia J. Luke
Chair
House Committee on Finance
Thirtieth State Legislature
Hawaii State Capitol, Room 306
Honolulu, Hawaii 96813
E-Mail: : repluke@Capitol.hawaii.gov

RE: H.B. 2543, Proposed H.D. 1, Relating to Access to Learning

Dear Chairs Woodson and Luke:

Thank you for publishing this proposed draft prior to the hearing on Tuesday, February 18, 2020. This bill would expand the infrastructure of the State to increase the capacity for children up to five years old to participate in child care and early learning programs. We offer the following comments on issues in the bill that are unclear or may impact implementation by the affected agencies, specifically: 1) Trust funds and grants; 2) the Early Learning Coordinator; 3) Information and data sharing; 4) Child care at Hawaiian language immersion programs; and 5) Child care facilities at State libraries.

1) Trust funds and grants – Page 6, line 13, to page 7, line 10, and page 8, lines 1-19 – The bill amends the Executive Office on Early Learning Trust Fund and creates the Preschool Open Doors Trust Fund. These funds, as described in the bill, have the characteristics of special funds rather than trust funds.

A trust fund is defined in section 37-62, HRS, as “a fund in which designated persons or classes of persons have a vested beneficial interest or equitable ownership, or which was created or established by a gift, grant, contribution, devise or bequest that limits the use of the fund to designated objects or purposes.” The proposed wording of the bill does not appear to meet the requirements of a trust fund, because there is no person or class of persons identified with a “vested beneficial interest or equitable ownership” in the moneys in the fund, and the fund may more appropriately be designated a special fund.

Special funds are defined in section 37-62, HRS, as “funds which are dedicated or set aside by law for a specified object or purpose, but excluding revolving funds and trust funds.” If the bill is amended so that this fund will be a special fund, additional amendments may be needed to set out the requirements of a special fund. (See page 52 of the Hawaii Legislative Drafting Manual, 10th edition, 2012, and also, section 37-52.3, HRS, that sets out the criteria for the establishment and continuance of special funds.)

The Preschool Grant Program Special Fund, set out on page 8, line 20, to page 9, line 17, is established in the same way and with the same wording as the trust funds. The Early Learning Trust Fund and the Preschool Open Doors Trust Fund have the characteristics of special funds and should be designated as such.

In addition, pursuant to article VII, section 4, of the Hawaii State Constitution, “[n]o grant of public money or property shall be made except pursuant to standards provided by law.” The Preschool Grant Program Special Fund is to be used 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.” See page 9, lines 8-10. The bill should include standards by which the grants will be awarded under the program; examples of standards for administrative grants may be found in part II of chapter 9, and sections 10-17, 210D-11, and 383-128, HRS.

2) Early Learning Coordinator – Page 13, line 7, to page 17, line 3 – The position of Early Learning Coordinator (ELC) is created in chapter 26, HRS. It is unclear what authority the position has in relation to the Executive Office on Early Learning (EOEL) and the Department of Human Services (DHS), and the ELC appears to be subject to regulation or administration by both DHS and EOEL; see page 16, lines 1-3. Also, it is unclear what “department” on page 16, line 3, is intended to approve and regulate child care and early learning services.

3) Information and data sharing – Page 2, lines 13-16 – The bill requires a parent of a child entering into kindergarten to disclose to the Department of Education (DOE) information on where the child attended child care prior to entering kindergarten. There is nothing to indicate what the consequences to a parent are for non-disclosure of the information, or how the DOE would enforce this requirement.

On page 9, line 18, to page 10, line 17, the bill requires DHS to establish or augment an existing database to collect and analyze information it receives from DOE, pursuant to the requirements established on page 2, lines 13-16, and any other information DHS collects. The bill further requires DHS to share with the ELC, pursuant to section 27-7, HRS, the information it gets from the DOE or otherwise collects.

The reference to section 27-7, HRS, is confusing and unnecessary. Section 27-7, HRS, provides that:

The department of education, the University of Hawaii, the department of labor and industrial relations, and other state agencies, as appropriate, shall share data to support research that will improve educational and workforce outcomes and meet the longitudinal data requirements of the federal American Recovery and Reinvestment Act of 2009, as amended.

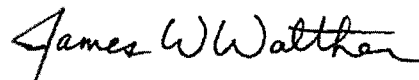
The information received by DHS from DOE under the new section of chapter 302A, HRS, set out on page 2, line 12, to page 3, line 8, would already be shared with the ELC pursuant to that same new section of chapter 302A, HRS. Thus, sharing of information between DHS and the ELC would not be pursuant to section 27-7, HRS, but rather would be pursuant to this new section in itself providing the authorization for DHS to share the information that is collected from DOE. The reference to section 27-7, HRS, should be deleted.

4) Child care at Hawaiian language immersion programs – Page 19, lines 1-9 – The bill appropriates funds to the University of Hawaii to assist the Imiloa astronomy center to build pre-kindergarten classrooms. It is unclear how these classrooms are to be created and how they are supposed to function, and whether the classrooms fall under the authority of the ELC, the EOEL, the DHS, or the DOE.

5) Child care facilities at State libraries – Page 19, line 14, to page 20, line 2 – The bill authorizes the State Librarian, in consultation with the ELC, to create early learning classrooms and contract for early learning services. It is unclear how these classrooms are to be created and how they are supposed to function, and whether the consultation with the ELC means the ELC is responsible for managing the classrooms and services, or whether the classrooms fall under the authority of the EOEL, the DHS, or the DOE.


Thank you for considering our comments. Please let us know if you have any questions. You may reach me at 587-3050, or e-mail at: james.w.walther@hawaii.gov.

Very truly yours,



James W. Walther
Deputy Attorney General

Approved:



Clare E. Connors
Attorney General



Hawai'i Association for the Education of Young Children

February 17, 2020

To: Honorable Representative Justin Woodson, Chair, Committee on Higher and Lower Education

Honorable Representative Sylvia Luke, Chair, Committee on Finance

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

Subject: HB2543, HD 1, Relating to Access to Learning, 2/18/20 hearing

Aloha Honorable Representatives:

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 (0-8) 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. 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. Staff will also be required to have 16 hours of professional development annually.

HIAEYC supports:

- Sharing of data



Hawai'i Association for the Education of Young Children

- Developmentally appropriate kindergarten assessment. The proposed amendment should add developmentally appropriate to the
- Establishing early learning and preschool open doors trust funds
- Gathering of prior early learning program information from families
- Expanding preschool open doors age eligibility.

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.

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. 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.

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 would also like to recommend to the committees 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,
3. That preference be given to filling currently vacant private and public preschool seats before constructing new facilities or hiring additional staff
4. That provisions should be implemented to prevent “creaming” of students (e.g., lottery assignment to vacant seats)
5. That additional subsidies should be provided for students with special education and wraparound service needs.
6. That outcomes, “K-Ready”, be defined without standardized testing.

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.

LATE TESTIMONY



TO: The Honorable Justin H. Woodson, Chair
The Honorable Mark J. Hashem, Vice Chair
The Honorable Sean Quinlan, Vice Chair
Committee on Lower & Higher Education

The Honorable Sylvia Luke, Chair
The Honorable Ty J. K. Cullen, Vice Chair
Committee on Finance

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

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

DATE: Tuesday, February 18, 2020
2:00 PM, Conference Room 309

Aloha Chair Luke, Chair Woodson, Vice Chair Cullen, Vice Chair Hashem, Vice Chair Quinlan and Members of both Committees:

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

HAIS is a membership organization that currently represents as members 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 H.R. 2543 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 would also like to recommend to the committees 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,
3. That preference be given to filling currently vacant private and public preschool seats before constructing new facilities or hiring additional staff
4. That provisions should be implemented to prevent “creaming” of students (e.g., lottery assignment to vacant seats)
5. That additional subsidies should be provided for students with special education and wraparound service needs.
6. That outcomes, “K-Ready”, be defined without standardized testing.

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.



Testimony of
Pacific Resource Partnership

House Committees on Lower & Higher Education and Finance
The Honorable Justin H. Woodson, Chair
The Honorable Sylvia Luke, Chair
The Honorable Mark J. Hashem, Vice Chair
The Honorable Ty J.K. Cullen, Vice Chair

HB 2543 Relating to Access to Learning

Tuesday, February 18, 2020
2:00 P.M.
Conference Room 309

Aloha Chairs Woodson and Luke, Vice Chairs Hashem and Cullen, and Members of the Committees:

Pacific Resource Partnership (PRP) writes in **strong support** of HB 2543, 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.





HB-2543

Submitted on: 2/18/2020 12:41:15 PM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Earl Kim	Le Jardin Academy	Support	No

Comments:

Testimony H.B. 2543

As the Head of Le Jardin Academy, Hawai'i's only Preschool through 12th Grade International Baccalaureate World School, I endorse HR2543 with comments.

Commendations:

1. That H.R. 2543 will substantially increase academic and social outcomes for all children through early learning opportunities
2. That H.R. 2543 will significantly enhance labor productivity and economic growth through provision of affordable child care
3. That H.R. 2543 will increase labor supply for critical hard-to-fill positions (viz., early childhood teachers)

Recommendations in order of priority:

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 funding be provided in renewable block grants that promote efficiency and effectiveness.
3. That quality preschools meet accreditation standards and/or EOEL standards
4. That preference be given to filling proximal unfilled private and public preschool seats before constructing new facilities or hiring additional staff
5. That provisions should be implemented to prevent "creaming" of students (e.g., lottery assignment to vacant seats)
6. That additional subsidies should be provided for students with special education and wraparound service needs
7. That outcomes, "K-Ready", be defined without standardized testing

Background/Findings:

1. That research unequivocal on return on investment to quality preschool education in terms of academic achievement and prosocial outcomes (cf., Perry Preschool Project, et al.)
2. That factors of production are put to first-best use increasing economic efficiency and production
3. That HAR §17-895.1-1 defines child care center (CCC) and group child care center (GCC) to include a range of venues ranging from drop-in services to formal schooling
4. That HAR §17-895.1-2 requires only DHS licensure for GCC and CCC
5. That currently quality preschools require DHS licensure and accreditation
6. That accreditation is a better form of accountability and continuous improvement than standardized measures
7. That the research-based return on investment demonstrated by programs like the Perry Preschool Project are limited to preschools and not necessarily GCCs or CCCs.
8. That subsidies will increase access to quality preschool programs that have marginal excess capacity (~5%) by lowering cost to parents and to taxpayers
9. That randomized acceptance raises the likelihood that quality preschools will need to add wraparound services and supports

LATE

LATE

TESTIMONY IN SUPPORT OF HB2543 RELATING TO ACCESS TO LEARNING

TO: Chair Sylvia Luke, Committee on Finance
Chair Justin Woodson, Committee on Lower & Higher Education
Vice Chair Ty J.K. Cullen, Committee on Finance
Vice Chair Mark Hashem, Committee on Lower & Higher Education
Vince Chair Sean Quinlan, Committee on Lower & Higher Education
Members of the House Committees on Finance and Lower & Higher Education

FR: H. Mitchell D'Olier

HEARING: Tuesday – February 18, 2020
2pm – Room 309

Chairs Luke and Woodson, Vice Chairs Cullen, Hashem and Quinlan, and Members of the Finance and Lower & Higher Education Committees:

Thank you for the opportunity to testify in support of HB2543, HD1 relating to access to learning, which sets the important goal of creating early childhood education for all three- and four-year-olds in the state of Hawaii by 2030. The bill wisely contemplates a public and private early childhood education system coordinated by the Executive Office of Early Learning on the public side and the Department of Human Services on the private side. The bill creates a new Early Learning Coordinator in the Office of the Governor with a data center that is responsible for delivering on the goal and coordinating public and private efforts.

Our public education system outcomes have been plagued by achievement gaps. In the view of the writer, creation of a system of early childhood education for all three- and four-year-olds is the next logical next step for Hawaii to work towards closing the achievement gaps.

We can be successful in this effort only if the system delivers early childhood education at high-quality. I know many ideas will be presented to help to reach that standard. Among other things, we will need to ramp up the training of new early educators on both the public and private arenas, push the Departments of Education and Human Services to work more closely with one another, and with the Executive Office on Early Learning, and keep everyone focused on the 10-year goal.

Thank you to all for this opportunity to testify in support of HB2543, HD 1.

H. Mitchell D'Olier

HB-2543

Submitted on: 2/18/2020 9:31:40 AM

Testimony for LHE on 2/18/2020 2:00:00 PM



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

Comments:

Kā• ko'o i ka moakā• ka o nā• kuleana me ka ho'akā• 'ana i ka pilina i ke kia'Ā• ina.

LATE

LATE

HB-2543

Submitted on: 2/18/2020 11:29:10 AM

Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Terrence George	Hawaii Executive Collaborative	Support	Yes

Comments:

LATE

LATE

HB-2543

Submitted on: 2/18/2020 12:36:43 PM
Testimony for LHE on 2/18/2020 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
KaheaFaria	Individual	Oppose	No

Comments:

- 1) Imiloa Astronomy Center's role in Hawaiian language immersion education is not clear. Also, there seems to be a number of classroom spaces currently at Ka Haka Ula o Keelikolani to extend current Aha Punana Leo efforts onto the Hilo campus without additional, unnecessary construction.
- 2) I find the assessing of kindergarten children, two weeks in the school year to be interesting. I am curious as to the evidence based methods of assessment(s) that will be used and, also what we are assessing for - child development? academics? I'm sure there are good models out there and it would be good to see that here.