

HB-1362

Submitted on: 2/10/2021 8:56:47 AM

Testimony for EDN on 2/11/2021 3:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Alec Marentic	Individual	Support	No

Comments:

Quality early childhood programs have a 13% ROI (return on investment; <https://heckmanequation.org/>). Having a stipend targeting educator shortages will increase at-risk Keiki's access to critical early childhood services.

Date: February 10, 2021

To: Committee on Education
Representative Justin Woodson, Chair
Representative Jeanne Kapela, Vice Chair

From: Early Childhood Action Strategy

Re: Support for HB1362, Relating to Access to Early Learning

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

ECAS strongly supports passage of HB 1362, which addresses key concerns and limitations in access to early learning opportunities in Hawai'i. The measure would help to expand and strengthen the early childhood workforce, clarify key dates in implementation of Act 46, and clarifies that a uniform assessment of kindergarten readiness will be used to support the readiness and learning of all students entering kindergarten in public and charter schools across the state.

Further, ECAS supports clarification of the language in the bill on Benchmarks (section 26) and on Accreditation (section 346). Specifically:

In section 26, concerning annual reporting to the legislature, ECAS recommends insertion of the following highlighted language:

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

(b) The department of human services and the executive office on early learning shall work with providers to collect annual data, including but not limited to:
(1) the total number of available seats by age, by program type, and by zip code;
(2) the total number of vacancies by age, by program type, and by zip code; and
(3) available waitlist information by age, by program type and by zip code;

In section 346-C, concerning provider accreditation, ECAS recommends the following language changes:

§346-C Preschool open doors program; provider accreditation.

(c)Notwithstanding subsections (a) and (b), a service provider may receive or continue to receive funding through the preschool open doors program if the service provider ~~maintains a satisfactory performance rating under the Classroom Assessment Scoring System developed by the University of Virginia and performed in conformance with the United States Department of Health.~~ **meets alternative quality standards, as established by the administrative agency in consultation with an advisory, stakeholder body.**

(d)The department shall provide operational and financial support to service providers to assist the service providers in obtaining accreditation **and/or meeting alternative quality standards.** The department may contract with a private entity to assist service providers in obtaining accreditation **and/or meeting alternative quality standards.**

Thank you for this opportunity to provide testimony in support of this measure.



Committee on Education
Representative Justin Woodson, Chair
Representative Jeanne Kapela, Vice Chair

February 11, 2021

Dear Chair Woodson, Vice Chair Kapela and Committee Members,

This testimony is submitted in **support of HB 1362**, which establishes the Hawaii early childhood educator stipend program to address shortage of early childhood education educators, extends certain effective dates for implementation of Act 46, SLH 2020, requires the application of a uniform assessment for public and charter school kindergarten students, and allows educational data to be shared using an existing system.

HE'E Coalition continues to support the bold vision of building the infrastructure and resources of our system 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 2032.

We are pleased that the bill adds more detailed language regarding the Kindergarten Entry Assessment (KEA) and sets a definitive effective date of July 1, 2022. We feel that a state-wide KEA is critical to knowing where each student is and to determine systematic and strategic approaches for teaching and learning. In order to make sure we are on track for implementation by July 1, 2022, we suggest that as soon as possible, the Board of Education work with the Department of Education to create a plan with a timeline and milestones for choosing and implementing the assessment. We also suggest that the legislature receive regular updates through July 1, 2022 via public reports or informational briefings so that stakeholders are fully informed.

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

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

Sincerely,

Cheri Nakamura
HE'E Coalition Director



Academy 21
After-School All-Stars Hawai'i
Alliance for Place Based Learning
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
Coalition for Children with Special Needs
Education Institute of Hawai'i
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
Harold K.L. Castle Foundation
*HawaiiKidsCAN
*Hawai'i Afterschool Alliance
*Hawai'i Appleseed Center for Law and Economic Justice
*Hawai'i Association of School Psychologists
Hawai'i Athletic League of Scholars
*Hawai'i Charter School Network
*Hawai'i Children's Action Network
Hawa'i Education Association
Hawai'i Nutrition and Physical Activity Coalition
* Hawai'i State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii
Kamehameha Schools
Kanu Hawai'i
*Kaua'i Ho'okele Council
Keiki to Career Kaua'i
Kupu A'e
*Leaders for the Next Generation
Learning First
McREL's Pacific Center for Changing the Odds
Native Hawaiian Education Council
Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools
*Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education
YMCA of Honolulu

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



Hawaii
Children's Action Network Speaks!
Building a unified voice for Hawaii's children

Hawai'i Children's Action Network Speaks! is a nonpartisan 501c4 nonprofit committed to advocating for children and their families. Our core issues are safety, health, and education.

To: Representative Woodson, Chair
Representative Kapela, Vice Chair
House Committee on Education

Re: **HB 1362- Relating to Access to Learning**
Hawai'i State Capitol, Room 312
3PM, February 11, 2021

Chair Woodson, Vice Chair Kapela, and committee members,

On behalf of HCAN Speaks!, thank you for the opportunity to testify in **support of House Bill 1362**, a bill to establish an early learning educator stipend and making amendments to Act 46.

Last session Hawai'i made the commitment to children and families that by 2032, all 3- and 4-year old underserved students would have access to a preschool program. Even with the ongoing pandemic, we must take steps to meet that ambitious goal. We appreciate the changes to Act 46 in this bill to allow for better implementation coordination. We also ask the committee to consider the following:

- Because of the quick passage of Act 46 last session, some key provisions were left unfunded. We ask that the 12 FTE for the Preschool Open Doors Program be funded so the Department of Human Services has the resources to meet the legislation's intentions.
- We support giving departments additional time to implement programmatic pieces as long as the goal date of 2032 remains unchanged.
- We encourage the legislature to consider adopting a new revenue stream to fund and sustain the Preschool Open Doors program, which is currently facing a funding reduction of over \$6M.
- The current bill language strikes three-year-olds from the Preschool Open Doors program, which is inconsistent with the intentions of Act 46. We understand that there are implementation concerns to adopting POD for three-year-olds including adequate funding, and we hope the legislature, departments, and early educators can come to an agreement on the path forward.

We appreciate the legislature's continue commitment to our youngest learners. We know the benefits of expanding learning opportunities to a child are life-long and beneficial to our entire community. For these reasons, we ask that the committee report favorably on HB 1362 and pass the bill out of the committee.

Kathleen Algire
Director of Early Learning and Health Policy

DAVID Y. IGE
GOVERNOR



JOHN S.S. KIM
CHAIRPERSON

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

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

FOR: HB 1362 Relating to Access to Learning
DATE: February 11, 2021
TIME: 3:00 P.M.
COMMITTEE: Committee on Education
ROOM: Conference Room 309
FROM: Yvonne Lau, Interim Executive Director
State Public Charter School Commission

Chair Woodson, Vice Chair Kapela, and members of the Committee:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony providing **COMMENTS on HB 1362** which establishes the Hawaii early childhood educator stipend program to address shortage of early childhood education educators, extends certain effective dates for implementation of Act 46, SLH 2020; requires the application of a uniform assessment for public and charter school kindergarten students, allows educational data to be shared using an existing system, and appropriates funds.

In a one-year pilot project, 174 early learning educators were served. This project provided over \$330,000 in tuition subsidies to support teachers and educational assistants in completing college-level early childhood education coursework or coursework that will lead to a degree in early childhood education. The success of this program clearly illustrates the demand and need for these kinds of educational supports for our early education workforce. We strongly support the provision in this bill that establishes an early childhood education stipend program.

However, we have concerns with the following sections of the bill.

Section 5, page 14, line 5, appears to add the Commission back under the auspices of the executive office of early learning, which contradicts Act 46 of 2020 which established all state-funded early learning programs and private partnership-funded preschool programs in public charter under the administrative authority of the Commission. The only exception for this administrative authority is for special education and Title I-funded prekindergarten programs.

The Commission is concerned that these proposed changes may conflict with the law passed just last session.

In regards to Section 9 (specifically page 21 line 9-10), the Commission has concerns on the proposal to give the Commission the authority to waive the requirement for the kindergarten entry assessment on a case by case basis. Instead, the Commission recommends that Native Hawaiian culture medium early learning programs be allowed to use their own assessments but be required to provide the data that the Kindergarten readiness assessments is seeking to capture.

Thank you for the opportunity to provide this testimony.



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

Date: 02/11/2021

Time: 03:00 PM

Location: 309 Via Videoconference

Committee: House Education

Department: Education

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

Title of Bill: HB 1362 RELATING TO ACCESS TO LEARNING.

Purpose of Bill: Establishes the Hawaii early childhood educator stipend program to address shortage of early childhood education educators. Extends certain effective dates for implementation of Act 46, SLH 2020. Requires the application of a uniform assessment for public and charter school kindergarten students. Allows educational data to be shared using an existing system. Appropriates funds.

Department's Position:

The Hawaii State Department of Education (Department) supports HB 1362, provided that its passage does not replace or adversely impact priorities in the Department's budget. This bill aligns to the Department's vision that ensures all of Hawaii's children are provided opportunities that foster health, safety, education, school readiness, and success. The Department appreciates the legislature's effort to provide Hawaii's children with access to quality early learning opportunities, especially in those regions that are in high need of early learning sites.

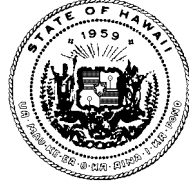
The Department acknowledges that a statewide Kindergarten Entry Assessment (KEA) will provide multiple agencies with data that will help gauge a student's readiness upon entering kindergarten. The Department would like to note for the Committee that per Act 46 from the 2020 Legislative Session, the Department is currently assessing any necessary changes to forms and processes, as well as modifications to its information systems, to accommodate the requirements for data on attendance in learning programs for

incoming kindergarten students. Depending on the final assessment of data collection needs, there may be incurred costs for modifications of the Department's information systems. The Department respectfully asks for funding to carry out the task of identifying and purchasing a KEA that provides valid and reliable data as well as addresses the readiness domains of early childhood. The Department would also ask for funding that would cover costs incurred for training of staff and required materials needed in order to implement the assessment with fidelity across the state.

Thank you for the opportunity to provide testimony on HB 1362.

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.

DAVID Y. IGE
GOVERNOR



CATHY BETTS
DIRECTOR

JOSEPH CAMPOS II
DEPUTY DIRECTOR

STATE OF HAWAII
DEPARTMENT OF HUMAN SERVICES

P. O. Box 339
Honolulu, Hawaii 96809-0339

February 10, 2021

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

FROM: Cathy Betts, Director

SUBJECT: **HB 1362 – RELATING TO ACCESS TO LEARNING.**

Hearing: Thursday, February 11, 2021, 3:00 p.m.
Via Videoconference, State Capitol

DEPARTMENT'S POSITION: The Department of Human Services (DHS) supports the intent of this measure, provides comments, and defers to the Department of Education (DOE) and Hawaii State Public Charter School Commission (HSPCSC) on the impact this proposal may have on them. DHS also respectfully requests that any priorities in this measure do not replace or adversely impact priorities indicated in the executive budget.

PURPOSE: The purpose of the bill establishes the Hawaii early childhood educator stipend program to address the shortage of early childhood education educators and extends certain effective dates for implementation of Act 46, Session Laws of Hawaii (SLH) 2020. The bill also requires the application of a uniform assessment for public and charter school kindergarten students, allows educational data to be shared using an existing system, and appropriates funds.

DHS supports the need to increase the affordability, availability, and capacity of child care facilities for Hawaii's families and children. DHS is the regulatory agency of the state's child care system codified in Chapter 346, Part VIII, Hawaii Revised Statutes.

DHS also administers the federal Child Care and Development Fund block grants, the Child Care Connection Hawaii (CCCH) child care subsidy program, and the statewide school readiness program called the Preschool Open Doors (POD) child care subsidy program.

The federally funded CCCH program is intended to provide child care subsidy for families who are employed, pursuing post-secondary education, or in a job training program, and need child care, so that they are able to pursue and maintain self-sufficiency.

The state funded POD program is intended to provide a school readiness experience by providing the opportunity for children to attend a group child care setting for up to one year prior to their entry into kindergarten. Because of the POD program's intent, there is no qualifying activity required of the family.

DHS supports the following amendments provided in this bill and identifies areas of concern:

- Section 2, at pages 1-4, starting at line 8, to establish the Hawaii early childhood educator stipend program to be administered by the Executive Office on Early Learning (EOEL), as such a stipend program could provide increased access to continuing post-secondary education and be a useful incentive to expanding the early care and education workforce. DHS respectfully requests that the stipend program establishment or appropriation not replace or adversely impact priorities indicated in the executive budget;
- Section 6, at pages 15-16, starting at line 13, to temporarily remove the language of expanding the POD program to serve the three-year-olds until July 2, 2024, by which time Hawaii may have already recovered from the severe economic impact of the COVID-19 pandemic emergency and the Legislature has been able to appropriate general funds for the POD program to serve the three-year-olds;
- Section 7, at pages 16-17, starting at line 18, to extend the deadline by two years by which national accreditation shall commence and be obtained for each service provider of the POD program. DHS supports a long term goal of increasing the number of group child care facilities that are nationally accredited when there is

consistent funding to support attaining and maintaining accreditation. Without consistent funding, DHS has significant concerns whether it is feasible that all licensed group child care centers and group child care homes (i.e. preschools) that provide care for children who participate in the POD program would be able to obtain accreditation through the National Association for the Education of Young Children (NAEYC), National Early Childhood Program Accreditation (NECPA), the National Association for Family Child Care, or an accrediting organization approved by DHS. DHS currently supports family choice by offering higher child care subsidy payment rates to families that choose preschools that are accredited by NAEYC or NECPA for both the POD program and the CCCH program. Requiring all preschools providing care for POD children to become nationally accredited may disincentivize preschools from accepting POD children, thereby accepting only CCCH children, or have other unintended consequences. DHS notes that the child care sector has been impacted by the COVID-19 pandemic emergency, and many have reduced the number of children in care or families have not returned to utilizing group care settings, so these additional factors may require future reconsiderations by the Legislature of the provider accreditation requirements and timelines;

- Section 8.3, at page 33, starting at line 1, to clarify that funds appropriated by Section 11 of Act 46 (Session Laws of Hawaii (SLH) 2020) shall not lapse at the end of the fiscal year for which the funds were appropriated, provided that all moneys from the appropriation that are unencumbered as of June 30, 2023 shall lapse as of that date;
- Section 8.1, at pages 17-18 and 20-21, to clarify the components and uses of the standardized assessment for students entering kindergarten (i.e. kindergarten entry assessment) and defers to DOE and HSPCSC as to the impact of the proposed amendments to their agencies; and
- Section 8.5, at page 37, starting at line 3, to delay the effective date of the provisions under paragraph (2) until July 1, 2023 to allow DHS, DOE, HSPCSC, and EOEL

additional time to implement the data components of Act 46 (SLH 2020). The State agencies have all been responding to the immediate needs of the COVID-19 pandemic emergency, quickly pivoting services and operations to ensure the health and safety of our employees, families, children, and our local communities, and it is clear that the pandemic response efforts will continue through the remaining of calendar year 2021 and possibly into 2022. DHS supports the intent of Act 46 (SLH 2020) and continues to work on implementing the provisions, and DHS does note that the positions provided to DHS were not funded, and therefore have not been filled to increase DHS capacity to support the implementation work for Act 46 (SLH 2020); therefore, the additional time to implement is greatly appreciated.

Also, DHS requests the following amendments:

- Under Section 8.2, at page 31, starting at line 16, reinserting subsection (a) and adding the proposed Hawaii P-20 partnership language as a new subsection (c) and shifting the existing subsection (c) to be a new subsection (d) to read:

(a) The department shall establish or augment an existing database to collect and analyze information it receives from the department of education pursuant to sections 302A-A and 302A-B and the state public charter school commission pursuant to 302D-A and 302D-B and any other information the department may collect on all children in the State who are three to four years old and children who will not be at least five years of age on or before July 1 of the current school year.

...

(c) The Hawaii p-20 partnerships for education may include, in the state longitudinal system, prior early learning program information from the executive office on early learning, department of education, Hawaii

state public charter school commission, executive office on early learning, department of human services, and department of health.

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

- Under Section 8.5, at page 37, starting at line 6, revising paragraph (2) to accommodate the new subsection (c) that section 302A-A has under this bill to read:

... provided that sections 302A-A(d) and 302A-B(c), ...

Finally, DHS provides the following comments regarding:

- Section 8.3, at page 34, starting at line 1, regarding the benchmarks as established under Act 46, SLH 2020, DHS notes that the child care sector has been impacted by the COVID-19 pandemic emergency, as many child care facilities have reduced the number of children in care due to increased distancing and smaller groups or families have not returned to utilizing group care settings. It is unclear whether the increase in the availability of effective vaccines and increased vaccine production as well as whether coronavirus vaccinations will need to be redone annually in the future going forward and future capacity to meet such demand all will have continued impact on the capacity of the child care sector. All of these new factors may require future reconsideration by the Legislature of the benchmarks and timelines; and
- Section 8.4, at page 36, starting at line 7, DHS notes that it does regulate other child care facilities operated by the University of Hawaii or its community colleges, and that the provisions under section 346-152(b), Hawaii Revised Statutes (HRS), already exempt staff members of programs taught solely in Hawaiian that promote fluency in the Hawaiian language shall be exempt from any DHS rules requiring academic training or certification, while the *other* health and safety requirements of the department would continue to apply.

February 10, 2021

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

DAVID Y. IGE
GOVERNOR OF HAWAII



ELIZABETH A. CHAR, M.D.
DIRECTOR OF HEALTH

STATE OF HAWAII
STATE COUNCIL
ON DEVELOPMENTAL DISABILITIES
PRINCESS VICTORIA KAMĀMALU BUILDING
1010 RICHARDS STREET, Room 122
HONOLULU, HAWAII 96813
TELEPHONE: (808) 586-8100 FAX: (808) 586-7543
February 11, 2021

The Honorable Representative Justin H. Woodson, Chair
House Committee on Education
The Thirty-First Legislature
State Capitol
State of Hawai'i
Honolulu, Hawai'i 96813

Dear Representative Woodson and Members of the Committee:

SUBJECT: HB1362 Relating to Access to Learning

The Hawaii State Council on Developmental Disabilities **SUPPORTS HB1362** which establishes the Hawaii early childhood educator stipend program to address early childhood education educators' shortage.

We appreciate that the legislature has continued to prioritize early learning despite the challenges the state has had to face with COVID-19. The early learning community has been working to increase access for decades but has not had the resources needed to achieve this goal. We believe the Legislature's goal is achievable through this plan if there are funding and resources to support as well as sustain it.

The Hawaii State Council on Developmental Disabilities understands the dire economic situation the state is facing. However, we know the trajectory will get worse if cuts to investments in our youngest children and their families are made. Investing in the earliest years can help improve outcomes for kids, ultimately reducing social costs to the state in later years. These goals are achievable if we support our existing providers who are struggling in the face of COVID-19. It is achievable if we address our workforce challenges: if not for their passion, there would not be many who'd want to work and stay in this field with pay at levels lower than those of parking lot attendants and manicurists.

Thank you for the opportunity to submit testimony **supporting HB1362.**

Sincerely,

A handwritten signature in blue ink that reads "Daintry Bartoldus".

Daintry Bartoldus
Executive Administrator



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

February 10, 2021

TO: Representative Justin H. Woodson, Chair
Representative Jeanne Kapela, Vice Chair
House Committee on Education

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: Measure: H.B. No. 1362 – RELATING TO ACCESS TO LEARNING
Hearing Date: February 11, 2021
Time: 3:00 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).

Thank you for continuing to prioritize early learning despite the challenges the State has had to face with COVID-19.

We greatly appreciate the Legislature’s strong support of early learning. Hawaii was one of the last states to start investing in public prekindergarten in 2014. Since that initial investment, we are grateful to the Legislature for its continued support of EOEL in our efforts to develop and coordinate the early care and education system in Hawaii.

EOEL supports the intent of H.B. 1362 to clarify and amend Act 046, which would expand access to early learning for our keiki. We support the State’s commitment to increase capacity and create more opportunities through a mixed-delivery system that expands access to early learning through public offerings and with private providers.

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 the Legislature’s vision 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.

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. As such, we support the amendment that would include an early childhood stipend program. This program, to be administered by EOEL in partnership with the University of Hawaii, leverages private source funding that would provide upfront financial support, covering early childhood tuition and fees, to individuals in the early care and education system. This program targets individuals already working in sector and would provide much-needed support for educators and providers who are an under-valued and under-supported workforce.

We support the amendment of dates of implementation regarding the commencement of the accreditation process for providers receiving Preschool Open Doors funding, and the implementation of data-collection and data-sharing requirements across departments and defer to the DHS, HIDEOE, and HPCSC regarding the sections pertaining to them. As the State continues to address the impacts of COVID-19, the extended timelines would allow EOEL and to focus on addressing more immediate and short-term priorities to preserve and maintain current programs and services across the early care and education sector.

EOEL supports the requirement for implementation of a uniform, statewide Kindergarten Entry Assessment that aligns with federal guidance within the Department of Education and Charter Schools. When this information is collected through a standardized system and format that allows for comparison across and within districts, it can be used more broadly to improve early childhood education outcomes at the community level. According to the National Association for the Education of Young Children (NAEYC), **developmentally appropriate assessments can provide the information needed to strengthen high-quality early childhood programs and early elementary programming.**

Additionally, we support the intent that requires EOEL to work jointly with the Department of Human services to monitor progress on expansion efforts related to Act 046 and submit joint reports to the Legislature. EOEL and the Department of Human Services are meeting, to determine processes necessary to move forward with the implementation of Act 046.

We have been in discussions with legislators and are 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. 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.

We defer to other departments and the commission on the other parts of this bill.

Thank you for the opportunity to testify on this bill.

HB-1362

Submitted on: 2/10/2021 2:21:26 PM

Testimony for EDN on 2/11/2021 3:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
HMS BESSD CCPO	Department of Human Services	Comments	No

Comments:

Testimony submitted by DHS.

Additional DHS staff will be available to provide clarification and respond to questions, please send the zoom meeting link.

To: Representative Justin H. Woodson, Chair
Representative Jeanne Kapela, Vice Chair
Members of the House Committee On Education

From: Robert G. Peters, Chair
Early Learning Board

Subject: **Measure:** HB 1362, Relating to Early Learning
Hearing Date: Thursday, February 11, 2021
Time: 3:00 PM
Location: Via Video Conference, Conference Room 309

Description: Establishes the Hawaii early childhood educator stipend program to address shortage of early childhood education educators. Extends certain effective dates for implementation of Act 46, SLH 2020. Requires the application of a uniform assessment for public and charter school kindergarten students. Allows educational data to be shared using an existing system. Appropriates funds.

Early Learning Board Position: Comments

I am Robert G. Peters, Chair of the Early Learning Board (ELB). Thank you for this opportunity to offer written comments on this bill, HB 1362, on behalf of the Early Learning Board. The Early Learning Board's monthly meeting conflicts with today's hearing and we are not able to offer oral testimony.

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

ELB's mission is to support children's academic and lifelong well-being by directing and supporting the EOEL for an effective, coordinated, high-quality early learning system from prenatal to kindergarten entry. We support efforts that promote the development of this system for our keiki and families.

While the ELB has not had an opportunity to discuss the particulars of HB 1362, it is expected that the Board will endorse efforts to clarify and amend Act 046, SLH 2020. The ELB appreciates the Legislature's efforts to amend Act 046, SLH 2020 given current circumstances, and to keep its intent in the forefront by recognizing that the childcare needs of Hawaii's families have not diminished but only become more challenging. COVID-19 has had an inordinate impact upon childcare providers in our State. While some have not been able to open at all, those who have reopened or continued to offer childcare find themselves dealing with additional expenses and needing to reduce the number of seats available in order to ensure the health and safety of their *keiki*. The result has been fewer options for families and the need for some to leave the workforce to care for their children.

Among the 2021 priorities for the Early Learning Board are supporting efforts to sustain current seats and to restore the number of available childcare placements pre-pandemic. At the same time, the ELB seeks to continue initiatives to lay the foundation for expansion of access to quality early care opportunities for more children and their families, which includes workforce capacity building. The ELB has voted to support stipends to meet the critical need for workforce capacity building as included in HB 1362. I anticipate it will also be supportive of provisions to revise the implementation and benchmark dates contained in this bill in light of the pandemic and the Kindergarten Entry Assessment provisions, along with the addition of language that allows the P-20 longitudinal data system to include prior early learning program information from various departments.

There may be issues for clarification that arise as we discuss HB 1362's provisions at our February meeting which will be shared with the House Education Committee Chair.

The Early Learning Board is overall committed to working with the Legislators along with the public and private sectors to increase access while building the infrastructure needed to make sure the State's investment in early learning yields the positive impact for our keiki, their families and our community that we know promises. Thank you for the opportunity to offer comments on HB 1362.

HB-1362

Submitted on: 2/10/2021 3:03:51 PM

Testimony for EDN on 2/11/2021 3:00:00 PM

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

Comments:

I support the establishment of the Hawaii early childhood educator stipend program to address shortage of early childhood education educators. Extends certain effective dates for implementation of Act 46, SLH 2020. Requires the application of a uniform assessment for public and charter school kindergarten students. Allows educational data to be shared using an existing system. Appropriates funds.

HB-1362

Submitted on: 2/10/2021 4:12:02 PM

Testimony for EDN on 2/11/2021 3:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Barbara DeBaryshe	Individual	Support	No

Comments:

Stipend: Early childhood educators have much influence on young children's overall healthy development and school readiness. The quality of childcare and early learning programs depends in large part on the knowledge and preparation of their underpaid workforce. This bill is a step towards increasing the quality of our early childhood workforce by making higher education more affordable for those working in the field.

Kindergarten Assessment: A valid kindergarten assessment can provide useful information about the school readiness of keiki entering public school. A short screening type of assessment would give an overall picture of where our children stand collectively and can identify groups with lower scores, e.g., a particular school. An in-depth, more detailed, formative assessment (such as Teaching Strategies Gold, already piloted in the public preK classrooms) also gives teachers a baseline for planning learning experiences and monitoring individual children's progress over time. Hawaii is one of a small number of states that does not have a universal K assessment. Implementation in public preK and public charter school classrooms is a positive step, as long as the tool is wisely chosen, teachers receive adequate training and support on its use, and results are used with appropriate caution and not to make high-stakes decisions about a particular child.