



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

Date: 01/31/2019

Time: 02:15 PM

Location: 309

Committee: House Lower & Higher
Education

Department: Education

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

Title of Bill: HB 0921 RELATING TO EDUCATION.

Purpose of Bill: Housekeeping amendments relating to the transfer of early childhood education from the Department of Education to the Executive Office on Early Learning.

Department's Position:

The Department of Education (Department) is committed to providing essential early learning opportunities and experiences that will prepare 4-year-old children with the requisite academic knowledge, social emotional competencies, and behavior skills to enter kindergarten ready to learn. This vision begins with universal access to quality pre-school programs to ensure literacy readiness upon entering kindergarten. Respectfully, the Department offers comments on HB 921.

HB 921 proposes that the Executive Office of Early Learning (EOEL) to act as the lead administrator of state-funded early learning programs except for special education and Title I funded programs.

Notably, in order for the Department to provide inclusion settings for Pre-Kindergarten and equitable access for all children, the Department must maintain its authority for early childhood education schools and classes. Department schools use general education preschools to meet the requirements of the federal Individuals with Disabilities Education Act (IDEA) in servicing Pre-Kindergarten students with inclusion in their Individualized Education Program (IEP).

Superintendent Dr. Christina Kishimoto and EOEL executive director Lauren Moriguchi provided responses to questions raised by the House Committee on Lower & Higher Education at its Informational Briefing held on Monday, January 28, 2019. Superintendent noted that EOEL-program classrooms are housed on public school campuses. Further, the Department provides all school-level administrative oversight and support spanning from employment, staffing, resolving complaints and inquiries, security and safety of the campus, managing investigations of any alleged misconduct, safe working conditions, and the delivery of high

quality and engaging instruction. The principal supervises all staff at the school site including the EOEL-funded teacher and educational assistant (EA) positions.

Title I schools and principals are empowered to include in their School Design model an early learning strategy that may include a Pre-Kindergarten program to meet needs of children whether they live in the high-poverty communities, are limited English speakers, migrate for parents' employment, or are young children in need of reading assistance.

A child's brain grows most rapidly during the first five years of life, and early brain development has a lasting impact on a child's ability to learn and succeed in school and in life. One of our major statewide student success expectations is to increase the number of students who are reading at or above grade level by the third grade, which makes it all the more critical that we ensure students have a strong foundation of early learning before entering kindergarten.

Economic status should not continue to be a barrier to quality early childhood learning in Hawaii. The need for Pre-Kindergarten is abundantly clear. If the public sector is to hold up its end of meeting demand, we need to aggressively scale our public-funded Pre-Kindergarten seats to complement private sector capacity.

In closing, the Department remains fully committed to working with other agencies and organizations to ensure that Hawaii's preschoolers are provided with opportunities that foster health, safety, early childhood education, and school readiness and success.

Thank you for this opportunity to provide testimony on HB 921.

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

To: Representative Justin H. Woodson, Chair
Representative Mark I. Hashem, Vice Chair
Representative Amy A. Perruso, Vice Chair
Members of the House Committee on Lower and Higher Education

From: Robert G. Peters, Chair
Early Learning Board

Subject: **Measure:** HB 921 -- Relating to Education
Hearing Date: Jan. 29, 2019
Time: 2:00 pm
Location: Room 309

Description: Housekeeping amendments relating to the transfer of early childhood educations from the Department of Education to the Executive Office on Early Learning

Early Learning Board Position: Comment

I am Robert G. Peters, Chair of the Early Learning Board (ELB). I am not able to represent the ELB's position on this bill at this time.

While the ELB supported HB 2507, enacted as Act 175 last session which also offered housekeeping amendments related to the Executive Office of Early Learning's responsibility for early childhood education, the Board has not had the opportunity to review HB 921 and determine its position on the bill as presented. Testimony last year affirmed the ELB's understanding that the EOEL was the accountable authority for the public Pre-K program

HB 921 will be included on the ELB's February 14th agenda for discussion and action. Following that meeting, I will be able to share with you the ELB's position on HB 921.

Thank you for your understanding.

To: Committee Chair Representative Justin H. Woodson
Committee Vice Chair Representative Mark J. Hashem
Committee Vice Chair Amy A. Perruso
Committee on Lower and Higher Education

Date: January 31, 2019; Room 309

RE: **Support for HB 921; Relating to the transfer of early childhood education from the Department of Education to the Executive Office on Early Learning**

The Early Childhood Action Strategy (ECAS) is a statewide public-private collaborative designed to improve the system of care for Hawai'i's youngest children and their families. ECAS brings together government and non-governmental organizations to align priorities for children prenatal to age eight, streamline services, maximize resources, and improve programs to support our youngest keiki. We strongly support HB 921, which would transfer early childhood education from the Department of Education to the Executive Office on Early Learning (EOEL).

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

In addition, early learning programs provide a significant economic benefit. A 2008 economic analysis calculated a likely return of \$4.20 for every dollar invested in a statewide early learning program for Hawai'i's four year olds. The early learning sector itself has been identified as a vital economic driver for the State: it employs more than 9,000 residents, enables thousands of parents to participate in the labor force and pursue educational advancement while also preparing the future workforce.

EOEL was established by Act 178 and signed into law by Gov. Neil Abercrombie in 2012. The creation of EOEL provides government-wide authority to guide the development of a comprehensive and integrated statewide early childhood development and learning system. At its inception, the 2014-15 school year had 20 classrooms at 18 schools statewide with a capacity to service 360 keiki. The program has since expanded to 26 classrooms with a capacity to service 520 keiki. At the end of the 2017-18 school year, more than 9 out of 10 children participating in the program met and/or exceeded expectations in all areas of development and learning. Moreover, EOEL is working intently in collaboration with its public and private partners to continue increasing access for our keiki while ensuring the outcomes that are associated with early learning. EOEL is particularly intentional on ensuring children receive quality education by supporting teachers and principals through their Early Learning Induction process to assess implementation readiness, and professional development opportunities provided through the Early Learning Academy.

It is critical to continue supporting and enhancing the infrastructure EOEL has built that strengthens the early learning workforce, and thus provides high quality experiences for our youngest keiki. We urge the committee to pass HB 921 and transfer early childhood education from the Department of Education to the Executive Office on Early Learning. Thank you for this opportunity to provide testimony.

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January 31, 2019

Rep. Justin H. Woodson, Chair

Rep. Mark J. Hashem, Vice Chair

Rep. Amy A. Perruso, Vice Chair

Re: Testimony in Support of HB 921: RELATING TO EDUCATION, Jan. 31, 2:15pm, Conference room 309

Dear Chair Woodson, Vice Chair Hashem, Vice Chair Perruso, and members of the committee,

We are AAP-Hawaii Chapter members who are here for representing 325 pediatricians in the state. We would like to thank you for this opportunity to testify in support of HB 921.

We believe HB 921 is critically significant and strongly support the bill as written. This bill continues actions by the Legislature since its creation of EOEL in 2012 which clarify that it is EOEL that has purview over pre-K as part of the early learning system. EOEL has the expertise in early childhood learning, it was chosen and tasked to be as such and carrying out the work and making early learning system moving forward.

Our discipline is medicine. We have specialists in this community and all over the nation. We work together—if one clinic, hospital, or community does not have particular specialty needed for our patients, we make referrals to those who have needed skills and knowledge. We share special skills and knowledge to treat our patients and support our families. EOEL is the specialist for early childhood learning and they have the expertise to purview preschool and pre-K programs developing in this state.

HB 921 helps to clarify the intent of legislation and expertise to develop a state-wide early learning system with specific responsibility for preschool and pre-K years.

Again, thank you for this opportunity to support HB 921.

Sincerely,

Mari Uehara, M.D.

Louise Iwaishi, M.D.

HOUSE OF REPRESENTATIVES
THE THIRTIETH LEGISLATURE
REGULAR SESSION OF 2019

COMMITTEE ON LOWER & HIGHER EDUCATION

Rep. Justin H. Woodson, Chair
Rep. Mark J. Hashem, Vice Chair

Dana Ciacci
danaciacci@yahoo.com

Thursday, January 31, 2019

Testimony in SUPPORT of HB 921

Aloha. My name is Dana Ciacci. I have served in various capacities within the field of early childhood education through public, private, and nonprofit organizations over the last 25 years. Currently, I am a graduate student pursuing my MEd in Early Childhood Education. I am providing my personal testimony in **support of HB 921**. Specifically, SECTION 3. Section 302A-1111, Hawaii Revised Statutes, is amended by amending subsection (a) to read as follows: "provided that state-funded prekindergarten programs other than special education and Title I funded programs shall be administered by the executive office on early learning."

K-12 leaders who are unfamiliar with community-based providers may not realize that early education has been occurring outside the school system for a long time and that these organizations possess significant knowledge about and experience in supporting families and young (birth-5 years old) children's cognitive, social, emotional, and physical development through established programs and partnerships. Collaboration and coordination between the Department of Health, Department of Human Services, Head Start, private, and nonprofit providers who have been long engaged in providing resources and services to the young children, families and communities of Hawai'i compose the critical core of the early learning infrastructure.

The majority of Hawai'i's public school teachers do not have specific training with the Pre-K age group and are more comfortable with a teacher-directed environment that emphasizes discrete subject matter for the purpose of meeting benchmarks and standards. Early education is a discipline that calls for a distinct set of skills and practices. Pre-K is not mini-kindergarten. It is inspiring the holistic development of a child through play, social interactions, meaningful conversations, and language experiences.

I strongly urge the committee to **pass H.B. 921**. to allow the continued autonomy of the Executive Office of Early Learning. It is essential that our state provide an impartial and informed foundation for the families, community members and stakeholders, public, private and non-profit organizations who are equipped and committed to the development and sustainability of a high quality, equitable and accessible state early learning system. Thank you for the opportunity to testify.

HB-921

Submitted on: 1/30/2019 7:55:09 AM

Testimony for LHE on 1/31/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jin Chang	Individual	Support	No

Comments:

The House Committee on Lower and Higher Education (LHE)

The Honorable Representative Justin H. Woodson, Chair

Representative Amy A. Perruso, Vice Chair

Members of the Committee: Representatives

SUBJECT: TESTIMONY IN FAVOR OF HB 921, RELATING TO EDUCATION

Aloha Representatives Woodson and Perruso and members of the committee,

I am submitting this testimony as a member of the early learning board in strong support of HB921, which authorizes the executive office on early learning to act as the lead administrator of state-funded early learning programs except for special education and Title I funded programs.

The executive office on early learning, established by Act 178, was created to guide the development of a comprehensive and integrated statewide early childhood development and learning system. Numerous research findings highlight the long-term benefits of **high quality** early learning programs for all children, particularly those who are living in poverty and/or in adverse environments.

Over the past several years, the executive office on early learning has been successful in implementing high quality early learning opportunities for the neediest children through the public pre-kindergarten program. The office's commitment to defining what **high quality** early learning looks like, and supporting each school's efforts to reach and

maintain standards, have made the public pre-kindergarten program a vital part of Hawaii's early learning system. However, the office's current position – being administratively attached to the Department of Education, and implementing programming in Department of Education classrooms using Department of Education personnel – presents potential conflicts regarding which office and or department is responsible for overseeing publicly-funded early learning. HB921 provides much needed clarity regarding the executive office on early learning's statutory responsibilities and minimizes the potential for unnecessary duplication of efforts.

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

Mahalo A Nui Loa,

Jin Chang

HB-921

Submitted on: 1/30/2019 9:22:18 AM

Testimony for LHE on 1/31/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kathy Bennett	Individual	Support	No

Comments:

The Executive Office of Early Learning needs to be an independent entity charged with administering early learning efforts in the state and answerable to the Early Learning Board (ELB). The EOEL should also have the authority to administer early learning programs including the state funded PreK.

The DOE should not take on PreK until they are prepared **with teachers qualified in Early Childhood Education** and facilities that meet the needs of young children.

January 30, 2019

To: Representative Justin Woodson, Chair
Members of the House Committee on Education

From: Mary Ann Nemoto
Early Childhood Educator

Re: HB921 Relating to Education
Hawaii State Capitol, Room 309, January 31, 2019, 2:15 PM

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

It is through my educational knowledge and over 35 years of experience in the field of early childhood education that I'm testifying in support of this bill. I have a master's degree in early childhood education and a bachelor's degree in elementary education with emphasis in early childhood. I've also had the privilege of working with young children and their families through various programs that were within the Department of Human Services, Department of Health, Department of Education, University of Hawaii, as well as in a private preschool setting. Through my years of experience, working mainly with children ages birth to five-years-old, but also in the DOE setting with children kindergarten through sixth grade, I have learned that there is a distinct difference in the field of early childhood education and elementary education. Early childhood programs focuses on the "whole" child - children's health, development and care; paying close attention to these factors and how they affect children's learning and their outcomes. Elementary schools focus mainly on academics; children's learning and outcomes.

Remember back in the early 2000's when our state added Junior Kindergarten in some DOE schools? Why did it not succeed? I believe a reason was that no one truly understood the unique needs that early childhood education demands. The lack of this knowledge made it difficult to handle this task. Examples of some complaints that went on were that DOE teachers didn't know what to do with the four-year-olds, some parents complained that their four-year-olds were combined with kindergarteners and had the same curriculum for two years. Some DOE teachers were frustrated that a few four-year-olds couldn't write the alphabets. They didn't understand that maybe the four-year-old just needed a little more time to build their small motor skills and eye hand coordination. The teacher didn't know how to help them. Do we want this to happen again?

If our state wants to succeed in opening up pre-kindergarten classes in DOE schools, it only makes sense that the Executive Office of Early Learning (EOEL), who has the experience and knowledge of preschool age children, is assigned as the lead administrator for any state-funded

early learning program; excluding special education and Title I programs that the DOE already has the background and knowledge of.

EOEL works closely with the Early Learning Board (ELB), which is made up of experts in the early childhood field who understand how young children's health, development and care connects to their learning. Our state should therefore listen to the professionals who have the knowledge and skills in this area. Isn't this the reason why our state approved having an ELB and the EOEL in the first place? We need to now support the EOEL and the ELB to do the job that they were tasked - and are most qualified - to do. DOE is not capable to be the lead administrator.

Thank you again for this opportunity to support of HB921.

Sincerely,

Mary Ann Nemoto

Institute for Native Pacific Education and Culture (INPEACE)
1001 Kamokila Blvd. #226
Kapolei, HI 96707

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RE: Testimony IN SUPPORT of HB 0921 - RELATING TO EDUCATION

Dear Committee on Education:

Aloha. The Institute for Native Pacific Education and Culture (INPEACE), a 501(c)(3) Native Hawaiian educational organization, would like to submit testimony **in strong support of HB 921**. As one of the leaders in culture-based early childhood education programming and family-child interaction learning programs in our state, we believe it is in the best interest of our communities and our most vulnerable children and families to maintain the autonomy of the Executive Office of Early Learning (EOEL).

Successful research-driven efforts across the nation continue ~~to highlight~~ highlighting the need to develop separate and autonomous early learning systems ~~that partner with, but exist, apart from,~~ the K-12 public education system if states are to provide the highest quality and comprehensive reach to diverse populations across all socioeconomic and racial divides. ~~A separate and autonomous entity allows for greater flexibility, innovation, and leveraging of resources that would not be possible under the large bureaucracy of the already overburdened Department of Education.~~

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The needs of Native Hawaiian children, families, and communities are unique and diverse. As the DOE continues to struggle ~~to address~~ addressing racial and ethnic inequities in its educational programming and support to Native Hawaiian families, we believe it is imperative to push for more innovative, collaborative, and multi-dimensional approaches to learning and working with families outside of the current ~~education~~ system. As an autonomous governing body, the EOEL has worked tirelessly to ensure families are provided choice in the type of early childhood programming that works best for them and their child, and to increase universal access to these choices. It is important for Native Hawaiian families to continue to have choice as the ~~“one-size-fits-all”~~ approach repeatedly fails to support our children.

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INPEACE’s family-child interaction program, Keiki Steps, has continued ~~d~~ to have statistically significant impact in some of our state’s hardest to reach, high-poverty Native Hawaiian communities for over 10 years. These are our state’s most vulnerable children and families that our education system has failed to reach. In the past four years, our first cohorts of Keiki Steps children graduated high school; two of them were valedictorians; one hundred percent of them graduated from high school on time; 66% of them matriculated to two-year and four-year colleges, some of them on ~~full ride~~ fully-funded scholarships. ~~Our programs reach over 1000 children every year, and o~~ Our unique two-generation model works because we holistically support families of children 0-5 years old. ~~our programs reach over 1000 children every year.~~ This kind of unique programming and breadth of reach would be best supported by an autonomous and separate early learning governing structure in the State that understands and supports the need for a multi-faceted early learning system in Hawai’i.

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We strongly support HB 0921 and for the sake of Hawai'i's most vulnerable children, and urge you to pass this bill.

TESTIMONY BEFORE THE HOUSE COMMITTEE ON LOWER AND HIGHER
EDUCATION

PERSON TESTIFYING: Robyn S. B. Chun

DATE: Thursday, January 30, 2019

TIME: 2:15 PM

LOCATION: State Capitol Conference Room 309

TITLE OF BILL: HB0921 RELATING TO EDUCATION

Honorable Chair, Woodson, Vice Chair, Perusso, and Committee Members DeCoite, Johanson, Kobayashi, Ohno, Quinlan, Tamas, Tokioka and Okimoto

I **strongly support HB0921** which clarifies the separate mandates of the Department of Education (DOE) and the Executive Office of Early Learning (EOEL) and authority of the EOEL to be the lead entity providing leadership over the administration of the state-funded PreK programs (with the exception of Title I funded and special education PreK).

I appreciate the forward thinking of our state lawmakers. Supporting early learning is a long term investment in the well-being of our state. **HB0921 clarifies the autonomy of the Executive Office of Early Learning to spearhead early learning system building efforts across entities serving children Pre-Birth through age 5 and their families. HB0921 also maintains leadership of our fledgling state PreK programs under the instructional and administrative leadership of an office with expertise in PreK programs.**

This is critical for several reasons:

- Administrative and instructional expertise in early childhood education (including PreK) is currently located in the EOEL.
- The present position of the EOEL as an independent office supports the cross-sector collaboration essential to the creation of a comprehensive and integrated early learning system.
- The scope of the EOEL's work extends beyond 4-year-old programs and is critical to addressing funding requirements for all programs for young children (Pre-birth through age 5) that depend on federal dollars.

First of all, past efforts of the DOE to initiate programs for 4-year-olds (e.g. JrK legislation) were poorly implemented. Because the DOE has historically not served children younger than kindergarten, it was difficult to provide support in a manner that would enable teachers and administrators to create developmentally appropriate programs for young children. In the 2015 legislative session, the Superintendent of the DOE testified that the "current DOE infrastructure with regards to early childhood recruitment, certification, capacity-building and resources to lead and support early learning is limited and underdeveloped (HB820 HD 2 & SB 844 SD2, 2015)." She deferred to the expertise of the EOEL to provide early childhood administrative and instructional leadership for

our state PreK program. Based on my observations, this is still the case. The need exists for the EOEL to continue to provide oversight over PreK programs.

Second, over the past six years, the EOEL has successfully spearheaded broad initiatives to build an early learning system, bringing together diverse stakeholders to reach consensus:

- government agencies (DOH, DHS, DOE, Charter School Commission)
- University of Hawai‘i (2-year, 4-year and graduate programs throughout the UH system, the Center on the Family, P-3 Hawai‘i)
- early learning stakeholders in the non-profit sector (Head Start and Early Head Start grantees, Eleu organizations from the Native Hawaiian Community, Kamehameha Schools, Child Care Business Roundtable, Hawai‘i Children’s Action Network)
- and philanthropy (the Samuel and Mary Castle Foundation, Omidiyar Foundation).

As the lead office, the EOEL has nurtured relationships across multiple agencies and diverse groups towards common purpose. The Early Childhood State Plan (2019) which was spearheaded by the EOEL positioned the state to receive a nearly \$1 million US Preschool Development Grant (B-5). This enables Hawai‘i to engage in planning and strategic work to make progress on the development of a comprehensive and integrated early learning system. The status of the EOEL as an autonomous entity within government is critical. Answering to an Early Learning Board that includes a broad cross-section of public and private stakeholders is necessary to maintain the trust needed move work forward, especially in light of provisions in our state constitution that make it difficult to develop a mixed-delivery system. Over the past 6 years, the EOEL has worked diligently to include all entities and garner the trust necessary to make progress in this arena.

Finally, at the federal level, all of the funding streams impacting young children between birth-5 year olds (Head Start, Child Care Development Block Grant, MIECHV, IDEA Part B and C, 2018 US Preschool Development Grant, etc.) are increasingly asking for states to show evidence of movement towards comprehensive early learning consistent with the Institutes of Medicine/National Research Council (2015) report, *Transforming the Workforce for Children Birth Through Age 8*. I serve on several cross-sector workgroups and committees that address the workforce development components of the federal directives that are included in grants. An autonomous Executive Office of Early Learning is vital to facilitating the collaboration needed to ensure the state is well positioned to continue to receive federal funding in the coming years.

Thank you for this opportunity to testify.

Robyn S. B. Chun, M.Ed.
Early Childhood Education Teacher Educator

HB-921

Submitted on: 1/30/2019 11:55:15 AM

Testimony for LHE on 1/31/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Toni Fujimoto	Individual	Support	No

Comments:

HB-921

Submitted on: 1/30/2019 1:14:42 PM

Testimony for LHE on 1/31/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Alana Ducroix-Miyamoto	Individual	Support	No

Comments:

HB-921

Submitted on: 1/30/2019 1:30:41 PM

Testimony for LHE on 1/31/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Elaine Yamashita	Individual	Support	No

Comments:

I am an early childhood teacher educator at UH Maui College and have been an advocate for early childhood education for decades.

I strongly support HB 921 and its clarification that the Executive Office on Early Learning by statute is in charge of all PreK classrooms in the Department of Education.

Early childhood education has a different knowledge base (based on child development, relationships, and the whole child in context of her/his family and community) from elementary education, and understanding this is crucial to implementing high quality programs that are effective for young children and their families. EOEL has this knowledge base and know the research that supports the development of high quality classrooms for our young keiki.

HB-921

Submitted on: 1/30/2019 1:49:19 PM

Testimony for LHE on 1/31/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Caroline Soga	Individual	Support	No

Comments:

As an early childhood educator, I recognize and applaud the work of Lauren Moriguchi, Director of Executive Office on Early Learning, for working on shaping a vision and for administering our state's public prekindergarten program. I feel the EOEL should remain the authority for oversight of a comprehensive integrated early learning system, which includes our public PreK program. Any conversation about access and expansion of public PreK must also include plans for the development of the workforce that is needed to ensure quality. This is an entirely new sphere and outside of the current expertise of the DOE, which is mandated to address K-12 education.

HB-921

Submitted on: 1/30/2019 1:59:27 PM

Testimony for LHE on 1/31/2019 2:15:00 PM

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

Comments:

HB-921

Submitted on: 1/30/2019 2:00:52 PM

Testimony for LHE on 1/31/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Iris Jean T. Saito	Individual	Support	No

Comments:

As an early childhood educator for children and adults with more than 44 years of experience, I recognize and applaud the work of Lauren Moriguchi, Director of Executive Office on Early Learning, for working on shaping a vision and for administering our state's public prekindergarten program. I strongly advocate that EOEL should remain the authority for oversight of a comprehensive integrated early learning system, which includes our public PreK program. It is imperative that any conversation about access and expansion of public PreK must also include plans for the development of the workforce that is needed to ensure quality.



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

LATE

January 30, 2019

TO: Representative Justin H. Woodson, Chair
Representative Mark J. Hashem, Vice-Chair, Lower Education
Representative Amy A. Perruso, Vice-Chair, Higher Education
House Committee on Lower & Higher Education

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: **Measure:** H.B. No. 921 – Relating to Education
Hearing Date: January 31, 2019
Time: 2:15 p.m.
Location: Room 309

Bill Description: Housekeeping amendments relating to the transfer of early childhood education from the Department of Education to the Executive Office on Early Learning.

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Support

Good afternoon. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL is in strong support of House Bill 921.

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

The early childhood system looks at the comprehensive needs of children, which includes supporting their health and well-being, as well as their families. Former Senator Jill Tokuda, chair of the Senate Committee on Education from 2011-2014, has stated,

"The Legislature established EOEL as the new agency responsible for early childhood development & learning and intentionally named it the 'Executive Office' on Early Learning because we understood that to best serve our youngest keiki and their families, we could not silo our thinking and actions into a single department. It was for this reason that EOEL was initially placed in the Governor's Office and later attached to DOE for administrative purposes only, with an independent governing body – the Early Learning Board. This was the most straightforward way to ensure we would build a holistic early learning system for Hawaii."

Prekindergarten is only one part of that comprehensive system. When we talk about expanding pre-K, we must recognize the context in which pre-K operates and the need to work hand-in-hand with various parts of the larger system.

Accordingly, the Legislature charged EOEL with administering the EOEL Public Prekindergarten Program as Hawaii's first State-funded preschool program, and has since appropriated funding to serve 520 of Hawaii's four-year-olds each year.

"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, Rutgers University Graduate School of Education

When the Legislature first funded the EOEL Public Pre-K Program five years ago, the State did not have the infrastructure needed to ensure a high-quality public early learning program. The challenges we continue to face include:

- The need to **strengthen and support teacher & principal understanding of how young children learn best**, following best practices and based on the science of child development;
- A severely limited **workforce of qualified early childhood educators (i.e., those with coursework and background in early childhood, and supported with ongoing professional development**, who research shows are most effective);
 - As the Program stands now with 26 classrooms, we have difficulty recruiting and turnover is high when there is lack of understanding about the necessary qualifications.
 - Because the Program targets our underserved and at-risk children, it is especially important to have teachers trained to support them. If not, what may result are behavior issues; inappropriate referrals to special education; or suspensions & expulsions, which occur at a rate 3 times higher in public pre-K nationally than in K-12 ... and the children who can benefit the most from early learning will be left without options.

and

- Lack of P-3 transition and alignment. We are grateful that there is increasing recognition of the importance of the early years. It is important to remember, however, that one year of pre-K is not a magic bullet: **the supports that should accompany it (e.g., family partnership and support), and the years before and after (i.e., continuing the high-quality learning experience after a child leaves the pre-K classroom) are also critical to positive outcomes for children.** Whenever a school is willing, we work with them to promote continuity in K-12, which some principals have wisely recognized is key to sustaining the positive impact of early learning.

EOEL has dedicated much of its energy to combating these challenges because these components are necessary to make a difference for our keiki – what has been confirmed by research. We have the rare opportunity now to build a program from the ground up and do it right for our keiki ... and make it sustainable. **EOEL is committed to increasing access while building the needed infrastructure so the State's investment pays off.**

In addition to providing ongoing professional learning support through the Early Learning Induction Program and Early Learning Academy which are tailored around the professional needs

of the teachers and principals and include one-on-one coaching and mentoring, **we work closely with our partners across the sectors to incorporate best practices and developmentally appropriate practices for our young children.**

At the end of the 2017-18 school year, more than 9 out of 10 children participating in the Program met and/or exceeded expectations in all areas of development and learning – demonstrating readiness for kindergarten. We attribute these good outcomes to an effective partnership between EOEL and the participating schools.

As the state’s coordinating body for early learning, EOEL is working toward increasing access to high-quality early learning programs for our keiki *together* with our public and private partners. Our community-based providers have been the mainstay of early learning programs and services for decades. EOEL’s statutory charge is to build a cohesive, comprehensive, and sustainable system in which *all* existing early learning programs and services – whether publicly- or privately-run, which consist of a variety of early learning approaches, service deliveries, and settings, including center-based programs, family child care programs, family-child interaction learning programs, and home-based instruction programs designed to promote early learning, each of which provide an important option for families – are coordinated, improved, and expanded.

EOEL has helped facilitate and participate in various efforts with the diverse range of stakeholders to build Hawaii’s early childhood system. EOEL and its partners are committed to working toward other shared priorities beyond prekindergarten, to improve the lives of our keiki and their families, as identified in the just-completed Hawaii Early Childhood State Plan 2019-2024. EOEL and DHS, along with other partners, collaborated to obtain \$1 million through the recently awarded federal Preschool Development Grant Birth through Five, allowing Hawaii to move the Plan to the next stage.

To note, EOEL also:

- Administers Pre-Plus Child Development Services contracts;
- Administers family-child interaction learning service contracts. The Legislature, through H.B. 937, Session Laws of Hawaii 2017, appropriated \$300,000 for EOEL to contract to implement the latter. We currently contract with Partners in Development to provide services at Keolu and Kalihi Uka Elementary Schools; and
- Houses the Head Start State Collaboration Office.

Throughout all of this, EOEL works with its governing board, the Early Learning Board, which is comprised of members across both the public and private sectors who have expertise and experience in various aspects of the early childhood field.

We would like to note that the Early Learning Board will be discussing this legislative proposal at its next meeting.

We respectfully request that the committee consider moving this bill forward.

Thank you for the opportunity to testify on this bill. I am happy to answer any questions you may have.



Parents And
Children Together

BUILDING THE RELATIONSHIPS THAT MATTER MOST

LATE

TO: Chair Woodson, Vice Chairs Hashem and Perruso, and Members of the House Committee on Lower and Higher Education

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

DATE/LOCATION: January 31, 2019; 2:15 p.m., Conference Room 309

RE: TESTIMONY IN SUPPORT OF HB 921– RELATING TO EARLY CHILDHOOD EDUCATION

We ask you to support HB 921 which seeks to implement housekeeping amendments relating to the transfer of early childhood education from the Department of Education to the Executive Office on Early Learning. We support this bill which allows the Executive Office of Early Learning (EOEL) to oversee all public Pre-K programs with the exception of Title I and special education early learning programs.

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

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

State, Head Start and Early Head Start providers, Charter Schools, Private Providers, and Private preschools. 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, and community building programs.

Thank you for the opportunity to testify in **support of HB 921**, please contact me at (808) 847-3285 or rkusumoto@pacthawaii.org if you have any questions.

LATE

HB-921

Submitted on: 1/30/2019 2:15:46 PM

Testimony for LHE on 1/31/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Steven Sullivan	Individual	Oppose	No

Comments:

LATE

HB-921

Submitted on: 1/30/2019 5:33:40 PM
Testimony for LHE on 1/31/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Elizabeth Hartline	Individual	Support	No

Comments:

EOEL exists on the premise that young children need different types of care, different environments, and teachers trained in different way than older children. The caregivers who have dedicated their lives to young children have expertise that doesn't exist in the DOE - and to remove 4 year olds from their purview would mean a loss of that knowledge, with no methods of capturing it. Additionally, moving the care of 4 year olds to the DOE does not recognize the fact that many families prefer to have their young children cared for in different settings than public schools - in homes, in neighborhood child care facilities, with their FCIL programs.

I have been in the Early Childhood field for 13 years, and I strongly support this bill.

January 30, 2019

LATE

Testimony In Support of House Bill 921 Relating to Education

Dear Chair Woodson, Vice Chair Hashem, Vice Chair Perruso, and Honorable Members:

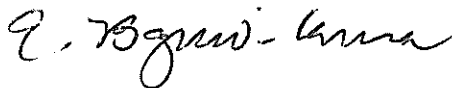
As a private citizen, a mother of growing, young teenagers, and a professional in the early childhood field, I am respectfully submitting this testimony in support of House Bill 921, Relating to Education, to authorize the Office on Early Learning (EOEL) to act as the lead administrator of state-funded early learning programs, under policies established by the Early Learning Board, except for special education and Title I-funded programs.

Under our existing State laws, EOEL is already tasked to coordinate a high quality early learning system from prenatal to kindergarten entry. EOEL has already developed a comprehensive Early Childhood State Plan for 2019 to 2024. I know that many partners and stakeholders were involved in the development of this plan as I participated in the many sessions that EOEL facilitated. The needs of our communities were integrated into the plan including the needs of vulnerable children and their families. I think EOEL is facilitating greater collaboration of various public and private organizations/agencies in increasing affordable, equitable access to early childhood care and education, and programs and services in our rural and remote communities such as Hana and Molokai.

EOEL can continue to convene partners, programs and services that are serving pregnant women, and children ages 0-3, and EOEL has shown success in implementing Public Prekindergarten Program in collaboration with DOE. I have had the opportunity to learn about EOEL's successes and lessons learned. This bill will help EOEL to continue to grow partnerships and collaborations, and to work with various partners to share and optimize resources for the most vulnerable members of our communities.

Thank you for time and consideration.

Sincerely,



Edeluisa Baguio-Larena

Wailuku, Maui

LATE

HB-921

Submitted on: 1/30/2019 5:58:42 PM

Testimony for LHE on 1/31/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Dena Akiu	Individual	Support	No

Comments:

LATE

HB-921

Submitted on: 1/30/2019 10:36:47 PM
Testimony for LHE on 1/31/2019 2:15:00 PM

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

Comments:

LATE

HB-921

Submitted on: 1/31/2019 12:26:03 AM

Testimony for LHE on 1/31/2019 2:15:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Deborah Morrow	Individual	Support	No

Comments:

Good afternoon, and thank you for taking the time to consider my testimony on behalf of HB921.

I am a nearly 15 year teacher veteran, having taught 14 years in a special education preschool, and this year, teaching in Kailua Elementary School's EOEL preschool. I was trained as a Dual Certification Special Education K-12 and Elementary Education K-6 teacher, and when I first began teaching in a special education preschool class that was included with a federally funded Head Start preschool, I came to realize there was a very big difference between my largely behaviorist theory education common in K-12 teaching philosophies and the constructivist theory education modeled by my Head Start teacher counterparts. After about 8 years as a special education dual certification teacher, it was clear to me that my university coursework in elementary education was not sufficient to teach preschool aged children skillfully. At the same time, I had an opportunity to observe elementary education trained colleagues teach unsuccessfully in a junior kindergarten class, and my awareness of a pedagogical canyon that separated early childhood trained educators and elementary trained educators increased.

I decided at that point to go back to school to obtain my masters degree in Early Childhood Education. My new coursework confirmed there were holes in my knowledge and background. Now, having been trained properly, I appreciate the work that is before me and feel more confident about my skill level as an early childhood educator.

The Executive Office on Early Learning holds high standards for early childhood education, and they are implementing the program with quality. It is very different than the way the Department of Education rolled out Junior Kindergarten, with inadequate training of teachers and lower standards for implementation. I am much less confident of the DOE's ability to successfully manage the new preschool programs.

The intent of a state funded preschool program is to improve long term outcomes for the students of Hawaii by providing well thought out educational experiences by a trained and skilled early childhood educator. Without a quality program, children are at risk of being subjected to ill-informed teaching practices through the implementation of a K-12 teaching pedagogy that is inappropriate to preschool, negating any benefit of educating children early. I feel strongly feel that the Executive Office of Early Learning needs to be an independent entity charged with administering early learning efforts in the state and

answerable to the Early Learning Board (ELB). The EOEL should also have the authority to administer early learning programs including the state funded PreK. EOEL is better equipped to implement the roll-out of a quality preschool program to ensure that preschool is not just an expensive extra year of state funded education, but a quality start to school that sets a long term trajectory for childrens' success.

Please consider supporting HB921 and thank you for your time.

HB-921

Submitted on: 1/31/2019 1:20:42 PM

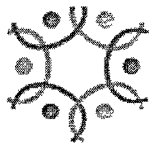
Testimony for LHE on 1/31/2019 2:15:00 PM

**Late
Testimony**

Submitted By	Organization	Testifier Position	Present at Hearing
Anthony Guerrero	Individual	Support	No

Comments:

I am testifying as pediatrician and child/adult psychiatrist practicing in Honolulu. I SUPPORT HB921, which promotes an integrated early childhood system of care, inclusive of social, behavioral and mental health, which is especially critical in the first three years of life. Thank you for the opportunity to submit this testimony.



January 30, 2019

**Late
Testimony**

To: Representative Justin Woodson, Chair
Representative Mark Hashem, Vice Chair
House Committee on Lower and Higher Education

From: Deborah Zysman Executive Director
Hawaii Children's Action Network

Re: **H.B. 921– Relating to Education**
Capitol, Room 309, January 31, 2:15 PM

On behalf of Hawaii Children's Action Network (HCAN), I am writing in SUPPORT of H.B. 921, which would transfer early childhood education from the Department of Education to the Executive Office of Early Learning.

As early supporters of EOEL, we believe that they are best equipped to handle early childhood education. They can better support and implement the programs in a way that is more beneficial to our keiki, their parents, the teachers and the schools.

The EOEL's mission is to develop and administer a high-quality early learning system for Hawaii's children from birth to kindergarten. Let's support them in this work.

For these reasons, HCAN asks that you pass H.B. 921.

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