



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

**Date:** 03/11/2020

**Time:** 02:30 PM

**Location:** 309

**Committee:** House Lower & Higher  
Education

**Department:** Education

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

**Title of Bill:** SB 2052, SD2 RELATING TO LOAN FORGIVENESS FOR EARLY  
CHILDHOOD EDUCATION PROFESSIONALS.

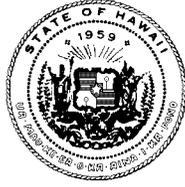
**Purpose of Bill:** Adds early childhood education teachers to the Hawaii educator loan program and allows the education loans of participants to be forgiven after 5 years of teaching. Establishes a cap on the total loan forgiveness. Exempts existing program loans. Appropriates funds. Effective 7/1/2050. (SD2)

**Department's Position:**

The Department of Education (Department) supports SB 2052, SD2 and the addition of early childhood education to the Hawaii educator loan forgiveness program. The Department encourages the funding of loan forgiveness for the preparation of educators in early childhood through secondary education, provided that it does not replace or adversely impact the priorities indicated in the Board of Education-approved budget.

Thank you for the opportunity to testify on SB 2052, SD2.

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](http://www.hawaiipublicschools.org).



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

March 10, 2020

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

FROM: Pankaj Bhanot, Director

SUBJECT: **SB 2052 SD2 - RELATING TO LOAN FORGIVENESS FOR EARLY CHILDHOOD  
EDUCATION PROFESSIONALS**

Hearing: March 11, 2020, 2:30 p.m.  
Conference Room 309, State Capitol

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

**PURPOSE:** This bill proposes Adds early childhood education teachers to the Hawaii educator loan program and allows the education loans of participants to be forgiven after 5 years of teaching. Establishes a cap on the total loan forgiveness. Exempts existing program loans. Appropriates funds. Effective 7/1/2050. (SD2)

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

A. Lines 13 - 17 on page 2 should be revised to be:

(3) At an early childhood education center or facility  
group child care center licensed by the department of  
human services, in accordance with section 346-161,

~~including or any school participating in the executive office on early learning public prekindergarten program pursuant to section 302L-7, as determined by the director of human services.~~

B. Lines 6 and 7 on page 4 should be revised to be:

... public school system or early childhood education center or facility pursuant to subsection (a) (3) for the minimum number of years ...

C. Lines 9 and 10 on page 4 should be revised to be:

... or early childhood education center or facility pursuant to subsection (a) (3), excluding temporary ...

The department also notes that teachers in licensed group child care centers do not necessarily complete a state-approved teacher education program, as described in subsection (e) on page 3 (lines 7-9), since teachers are not required to be licensed by the Hawaii Teachers Standards Board to work at a DHS licensed group child care center. The education and experience requirements to work at licensed group child care centers are established within DHS administrative rules under chapters 17-892.1 and 17-895.

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

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

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

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FOR: SB 2052 SD2 Relating to Loan Forgiveness for Early Childhood Education Professionals

DATE: March 11, 2020

TIME: 2:30 P.M.

COMMITTEE: Committee on Lower and Higher Education

ROOM: Conference Room 309

FROM: Yvonne Lau, Interim Executive Director  
State Public Charter School Commission

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Chair Woodson, Vice Chair Hashem, Vice Chair Quinlan, and members of the Committee:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony providing **SUPPORT of SB 2052 SD2 with amendments** which adds early childhood teachers to the University of Hawaii loan forgiveness program.

While the measure as currently written may allow for the participation of charter school teachers, the Commission requests this measure **be amended to specifically clarify that teachers in public charter schools** are eligible for this program.

The Commission believes that this is a step to recognize the importance of and Hawaii’s commitment to the development of strong statewide early childhood educator workforce.

Thank you for the opportunity to provide this testimony.



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

March 10, 2020

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

**FROM:** Lauren Moriguchi, Director  
Executive Office on Early Learning

**SUBJECT:** **Measure:** S.B. No. 2052, S.D. 2 – RELATING TO LOAN FORGIVENESS FOR EARLY CHILDHOOD EDUCATION PROFESSIONALS  
**Hearing Date:** March 11, 2020  
**Time:** 2:30 p.m.  
**Location:** Room 309

**Bill Description:** Adds early childhood education teachers to the Hawaii educator loan program and allows the education loans of participants to be forgiven after 5 years of teaching. Establishes a cap on the total loan forgiveness. Exempts existing program loans. Appropriates funds. Effective 7/1/2050.

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

Good afternoon. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL is in strong support of S.B. 2052, S.D. 2, and offers an amendment.

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

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

**An early learning program that is not high-quality is linked to inappropriate referrals to special education, which will result in increased costs to the State – the opposite of what high-quality early learning programs are intended to do.**

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

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

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

**We want to help the Legislature realize its 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.**

**As we’ve worked over the years toward the goal of increasing access to early learning opportunities for our keiki, we realized the gravity of the need to address the severely limited workforce of qualified early childhood educators.**

**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.** Even as the EOEL Public Pre-K Program stands now with just over 40 classrooms across the state, we have difficulty recruiting and turnover is high. This can be attributed in part to the fact that over half of the teachers in the EOEL Public Pre-K Program have not completed coursework in early childhood education, and to assumptions about pre-K teaching that are inconsistent with the knowledge and competencies required of teachers in settings for preschool-aged children.

In our work to increase access to high-quality early learning, we have made workforce development one of our highest priorities. **We have been in discussions with legislators, and working with higher education and other stakeholders statewide to find creative ways to increase our early learning workforce.**

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

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

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

**We respectfully request that the committee consider moving this bill forward with the following amendment for purposes of clarity:**

**(3) At an early childhood education center or facility as determined by the director of human services, and at any school participating in the executive office on early learning public prekindergarten program pursuant to section 302L-7.**

**We appreciate the Legislature’s consideration of various mechanisms for workforce development as key to achieving its goal of increasing access to early learning.**

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



## **SENATE BILL 2052, SD2, RELATING TO LOAN FORGIVENESS FOR EARLY CHILDHOOD EDUCATION PROFESSIONALS**

MARCH 11, 2020 · HOUSE LOWER AND HIGHER  
EDUCATION COMMITTEE · CHAIR REP. JUSTIN H.  
WOODSON

**POSITION:** Support.

**RATIONALE:** The Democratic Party of Hawai'i Education Caucus supports SB 2052, SD2, relating to loan forgiveness for early childhood education professionals, which adds early childhood education teachers to the Hawai'i Educator Loan Program and allows the education loans of participants to be forgiven after five years of teaching; establishes a cap on the total loan forgiveness; and exempts existing program loans.

As noted by an MIT working group on the topic, investments in early childhood education pay dividends for the formal preparation of children as learners and future citizens, while also benefiting taxpayers and boosting economic vitality. Research on the benefits of quality pre-kindergarten programs indicates that for every dollar invested in such opportunities, society saves four to eight dollars on remedial classes, special education, welfare programs, and criminal justice costs. Roughly 85 percent of a child's brain develops from birth to age five, according to modern neuroscience, emphasizing the importance of providing a quality learning environment during these formative years. Preschool brings an approximately \$4.20 return on investment for every dollar spent on quality early childhood services, especially in terms of long-term life skills. At the

national level, every dollar spent on early childhood education saves taxpayers up to \$13.00 in future costs, including lowered healthcare costs, reduced rates of educational remediation and prison incarceration, and higher productivity. Access to quality pre-kindergarten programs not only helps working parents fulfill their child rearing responsibilities, but is essential for building a 21<sup>st</sup> century labor force.

Early childhood education is especially important for at-risk students. According to the High Scopes/Perry Preschool longitudinal study, at-risk children with access to quality early learning programs were 20 percent more likely to graduate from high school, 14 percent more likely to be employed, and 24 percent less likely to have been incarcerated by age 40 than peers without such access. It is imperative that we do all we can to ensure our children are “classroom ready,” meaning that they are prepared to receive basic instruction and effectively socialize with peers upon entering elementary school, placing both our keiki and their teachers on the path to success.

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



## KAMEHAMEHA SCHOOLS®

House Committee on Lower and Higher Education

Time: 2:30 p.m.

Date: March 11, 2020

Where: Conference Room 309

### TESTIMONY

By Ka'ano'i Walk  
Kamehameha Schools

**RE: SB 2052, SD2, Relating to Loan Forgiveness for Early Childhood Education Professionals**

E ka Luna Ho'omalu Woodson, ka Hope Luna Ho'omalu Hashem, ka Hope Luna Ho'omalu Quinlan, a me nā Lālā o ke Kōmike Ho'ona'auao Ha'aha'a, Ki'eki'e, a me ke Kulanui o ka Hale o nā Lunamaka'āinana, aloha! My name is Ka'ano'i Walk, the Senior Policy Analyst for Kamehameha Schools.

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

Kamehameha Schools is in **SUPPORT** of SB 2052, SD2, which adds early childhood education teachers to the Hawai'i educator loan program, allows the education loans of participants to be forgiven after five years of teaching, establishes a cap on the total loan forgiveness, exempts existing program loans, and also appropriates funds.

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

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

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

To: Committee on Lower and Higher Education  
Committee Chair Representative Justin H. Woodson  
Committee Vice Chair Representative Sean Quinlan

Date: Wednesday March 11, 2020 at 2:30pm Room 309

RE: **Support for SB 2052 SD 2; Relating to Loan Forgiveness for Early Childhood Education Professionals**

The Early Childhood Action Strategy (ECAS) is a statewide public-private collaborative designed to improve the system of care for Hawai'i's youngest children and their families. ECAS brings together government and non-governmental organizations to align priorities for children prenatal to age eight, streamline services, maximize resources, and improve programs to support our youngest keiki. We support SB 2052 SD 1 with comments.

Research finds that Hawai'i's youngest children benefit tremendously from early learning programs. Keiki that attend early learning programs enjoy both short-term and long-term benefits, including improved academic and school readiness, higher graduation rates, and lower incarceration rates. Although we reap many benefits when keiki attend early learning programs, child care workers in Hawai'i are the lowest paid in the nation when accounting for cost of living. The 2018 Early Childhood Workforce Index says the actual median wage for child care workers in Hawai'i is only \$10.64 an hour. Many child care workers have various degrees and/or certifications, including completion of higher-institute early childhood education coursework. Adding early childhood educators to the loan forgiveness programs can help offset the financial burden many of our educators face and allow them to continue the quality of care our keiki need in order to develop and thrive.

We recommend ensuring teachers and providers who are also working in a Department of Human Services licensed child care facility (including Infant and Toddler Care, Group Child Care, and Family Child Care homes) are included in this loan forgiveness program.

It is critical to support early childhood educators and we respectfully urge the committee to pass SB 2052 SD 2. Mahalo for the opportunity to provide testimony.



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

TESTIMONY BEFORE THE HOUSE COMMITTEE ON  
LOWER & HIGHER EDUCATION

RE: SB 2052, SD2 – RELATING TO LOAN FORGIVENESS FOR EARLY  
CHILDHOOD EDUCATION PROFESSIONALS

WEDNESDAY, FEBRUARY 12, 2020

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson and Committee members:

The Hawaii State Teachers Association **supports SB 2052, SD2**, relating to loan forgiveness for Early Childhood Education Professionals.

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

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

**SB-2052-SD-2**

Submitted on: 3/9/2020 2:45:17 PM

Testimony for LHE on 3/11/2020 2:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
cheryl B.	Individual	Support	No

Comments:

I support any way that can assist early childhood professionals. Pay has never been equitable in this profession, we must do whatever we can to assist.

**SB-2052-SD-2**

Submitted on: 3/9/2020 5:10:35 PM

Testimony for LHE on 3/11/2020 2:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kehaulani Shintani	Individual	Support	No

Comments:

KÄ• ko'o!

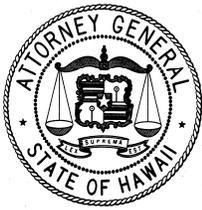
**SB-2052-SD-2**

Submitted on: 3/9/2020 9:05:16 PM

Testimony for LHE on 3/11/2020 2:30:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Ka?iu Kimura	Individual	Support	No

Comments:



**TESTIMONY OF  
THE DEPARTMENT OF THE ATTORNEY GENERAL  
THIRTIETH LEGISLATURE, 2020**

**LATE**

**LATE**

**ON THE FOLLOWING MEASURE:**

S.B. NO. 2052, S.D. 2, RELATING TO LOAN FORGIVENESS FOR EARLY CHILDHOOD EDUCATION PROFESSIONALS.

**BEFORE THE:**

HOUSE COMMITTEE ON LOWER AND HIGHER EDUCATION

**DATE:** Wednesday, March 11, 2020      **TIME:** 2:30 p.m.

**LOCATION:** State Capitol, Room 309

**TESTIFIER(S):** Clare E. Connors, Attorney General, or  
Lori N. Tanigawa, Deputy Attorney General

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Chair Woodson and Members of the Committee:

The Department of the Attorney General provides the following comments.

The purposes of this bill are to add early childhood education teachers to the Hawaii Educator Loan Program, allow the education loans of participants to be forgiven after five years of teaching, establish a cap on the total loan forgiveness, exempt existing program loans, and to appropriate funds.

The bill provides that it shall not apply to any loan issued pursuant to the Hawaii Educator Loan Program under section 304A-701 and existing on its effective date. We believe that clarification is required to ensure that there is no uncertainty as to what is exempted. We therefore recommend that on page 4, lines 13 to 16 of the bill be amended as follows:

This Act shall not affect the rights and duties that matured, penalties that were incurred, or loans that were issued pursuant to the Hawaii Educator Loan Program under section 304A-701 before its effective date.

Thank you for the opportunity to provide these comments.

**LATE**

**LATE**

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

**FROM:** Robert G. Peters, Chair  
Early Learning Board

**SUBJECT:** **Measure:** S.B. No. 2052, S.D. 2 – RELATING TO LOAN FORGIVENESS FOR  
EARLY CHILDHOOD EDUCATION PROFESSIONALS  
**Hearing Date:** March 11, 2020  
**Time:** 2:30 p.m.  
**Location:** Room 309

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

**EARLY LEARNING BOARD’S POSITION: Support with Amendment**

I am Robert G. Peters, Chair of the Early Learning Board (ELB). Thank you for this opportunity to offer comments on behalf of the ELB related to S.B. No. 2052, S.D. 2.

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

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

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

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

It is precisely during the earliest years before brain development is largely complete (before kindergarten), and particularly for those who come from disadvantaged backgrounds – the priority

population for the EOEL Public Pre-K Program – that our children need the best teachers. It is critical to promote equity.

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

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

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

We respectfully request that the committee consider moving this bill forward with the following amendment for purposes of clarity:

**(3) At an early childhood education center or facility as determined by the director of human services, and at any school participating in the executive office on early learning public prekindergarten program pursuant to section 302L-7.**

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