



EXECUTIVE CHAMBERS

HONOLULU

NEIL ABERCROMBIE
GOVERNOR

Testimony in SUPPORT of SB 2545, SD2
Relating to Education

Committee on Education
Rep. Roy Takumi, Chair
Rep. Della Au Belatti, Vice Chair

And

Committee on Human Services
Rep. John Mizuno, Chair
Rep. Jo Jordan, Vice Chair

March 14, 2012
2:00 pm, Conference Room 309

Chair Takumi, Chair Mizuno, Vice Chair Belatti, Vice Chair Jordan, and members of the committees, thank you for this opportunity to provide testimony in support of Senate Bill (SB) 2545 SD2, Relating to Education (ED).

While SB 2545 SD2 is not identical to the Administration's bill SB 2781, the important objective to support early childhood education is the same. The Governor's Office will continue to work with the Legislature in support of SB 2545 SD2 as we believe it advances one of the Governor's more important priorities.

The Abercrombie Administration fully supports any positive action towards a comprehensive early childhood system that prepares our Hawaii's children, prenatal to age five, for success in school and life. One of the critical components of a comprehensive early childhood system is providing access to high quality early childhood education also known as early learning programs.

Therefore, the Abercrombie Administration is in strong support of the establishment of an executive office on early learning, establishment of the early learning advisory board to replace the early learning council, and directing the executive office on early learning to submit before the 2013 state Legislature's regular session, an implementation plan and financials for targeted four year olds.

Thank you for this opportunity to provide testimony in support of Senate Bill 2545 SD2.

Date: 03/14/2012

Committee: House Education
House Human Services

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 2545,SD2 (sscr2612) Relating to Education

Purpose of Bill: Establishes the executive office on early learning. Establishes the early learning advisory board to replace the early learning council. Repeals junior kindergarten programs at the end of the 2013-2014 school year. Beginning with the 2014-2015 school year, requires students to be at least five years of age on July 31 of the school year in order to attend kindergarten. Makes an appropriation to establish the executive office on early learning. (SD2)

Department's Position:

The Department of Education (Department) supports SB 2545, SD2 (sscr2612). This bill's purpose will advance quality early childhood initiatives in the State of Hawaii. Establishing the Office on Early Learning, along with the Early Learning Advisory Board, will assist and sustain planning efforts for all children in Hawaii beginning school in a safe, culturally appropriate, educationally sound, healthy, and safe condition. By revising the date for determining the eligibility of a child to attend kindergarten from December 31 to July 31, SB 2545, SD2 (sscr2612) will bring Hawaii in line with other public school systems nationally and some private schools in Hawaii. The Department is also poised to assist with development of the State's implementation plan to help facilitate a seamless transition when junior kindergarten is repealed at the end of the 2013-2014 school year.

The Department expresses its support and continuing belief that quality early education is important and welcomes the opportunity to continue working with Hawaii's early childhood partners, in both public and private settings. The Department also commits to collaboratively build the foundation for Hawaii's comprehensive early childhood system which focuses on healthy, safe, ready to learn, and engaged children and families.

NEIL ABERCROMBIE
GOVERNOR



PATRICIA McMANAMAN
DIRECTOR

BARBARA A. YAMASHITA
DEPUTY DIRECTOR

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

March 14, 2012

MEMORANDUM

TO: Honorable Roy M. Takumi, Chair
House Committee on Education

Honorable John M. Mizuno, Chair
House Committee on Human Services

FROM: Patricia McManaman, Director

SUBJECT: **S.B. 2545, S.D.2 - RELATING TO EDUCATION**
Hearing: Wednesday, March 14, 2012, 2:00 p.m.
Conference Room 309, State Capitol

PURPOSE: The purpose of S.B. 2545, S.D.2 is to establish the Office of Early Learning; to establish the Early Learning Advisory Board to replace the early learning council; to repeal junior kindergarten program at the end of the 2013-2014 school year; to require students to be at least five years of age on July 31 beginning with the 2014-2015 school year; require the transfer of the Hawaii Head Start Collaboration Office to the Executive Office on Early Learning; and to make an unspecified appropriation to establish the executive office on early learning.

DEPARTMENT'S POSITION: The Department of Human Services (DHS) supports this bill and offers the following comments.

As a member of the Early Learning Council and an active participant in all issues related to improving outcomes for young children, the DHS is in support of creating an Office of Early Learning that would be dedicated to coordinating the early care and

education system. Reassigning the Early Learning Council as an advisory board to the Office of Early Learning provides a clearer jurisdiction, role, and responsibility for that group.

This bill proposes to transfer the Pre-plus program and the Hawaii Head Start Collaboration Office from the DHS to the Office of Early Learning. DHS currently has an established Pre-plus coordinator position and the Hawaii Head Start Collaboration Project Director position that we anticipate would transfer over to the Office of Early Learning.

The bill also proposes the repeal of the junior kindergarten program. This is a concern to the DHS as the proposal will delay public school entry for children who are late-born five year olds. Services and programs need to be made available for these late-born children. While eligible families may be able to utilize the child care subsidies issued by the DHS to assist with the cost of tuition, the DHS will be without resources to meet the anticipated need.

In analyzing the potential cost to the DHS, we estimate that there would be about 3,068 children who would be income eligible for child care subsidies (calculation based on 5,900 late-born five-year olds of which approximately 52% on free/reduced lunch program). If there is funding for a portion of the school day appropriated to this group, then the families could apply for wrap-around funding. Oahu Head Start charges \$450 for the wrap-around time frame of 7:00 a.m. to 8:00 a.m. and noon to 5:00 p.m. Using this figure, the potential cost to DHS may be \$1.3 million per month. If there is no funding appropriated for this group, the families could apply for child care subsidies for their preschool tuition, with the maximum child care subsidy rate for an accredited preschool being \$710, and the potential cost to the DHS may be \$2.1 million per month.

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

NEIL ABERCROMBIE
GOVERNOR OF HAWAII



LORETTA J. FUDDY, A.C.S.W., M.P.H.
DIRECTOR OF HEALTH

STATE OF HAWAII
DEPARTMENT OF HEALTH
P.O. Box 3378
HONOLULU, HAWAII 96801-3378

In reply, please refer to:
File:

House Committees on Education and Human Services

S.B. 2545, S.D. 2, Relating to Education

**Testimony of Loretta J. Fuddy, A.C.S.W., M.P.H.
Director of Health**

March 14, 2012

1 **Department's Position:** The Department of Health (DOH) supports the establishment of the Executive
2 Office on Early Learning and the Early Learning Advisory Board.

3 **Fiscal Implications:** Appropriates general funds to establish the Executive Office on Early Learning.

4 **Purpose and Justification:** The purpose of this measure establishes an Executive Office on Early
5 Learning within the Department of Education. It also converts the existing Early Learning Council to
6 the Early Learning Advisory Board which adds four new voting members: a representative from the
7 Hawaii Early Intervention Coordinating Council; a parent representative; a representative from the
8 Hawaii Chapter of the American Academy of Pediatrics; and a representative of home visiting program
9 providers. The Director of Health is a member of the current Early Learning Council and will continue
10 membership within the new Early Learning Advisory Board.

11 The DOH administers home visiting programs through the newly developed Hawaii Home
12 Visiting Network, established through the Maternal Infant Early Childhood Home Visiting grant funds
13 via the Affordable Care Act. To ensure meaningful representation on the Advisory Board, the DOH
14 would suggest the home visiting provider representative be from the Hawaii Home Visiting Network.

1 The Department recommends amending page 7, line 1, number 13, to read “a representative of the
2 Department of Health’s Hawaii Home Visiting Network.”

3 The DOH also supports the establishment of this office as a means to continue its collaborative
4 relationships with the Departments of Education and Human Services and its partnerships with early
5 childhood providers. The DOH applauds the Legislature’s commitment and investment for high-quality,
6 early learning programs which are not only crucial to a child’s development, but the overall well being
7 for a child who will be healthy and ready to learn.

8 Thank you for this opportunity to testify.

OFFICE OF INFORMATION PRACTICES

STATE OF HAWAII
NO. 1 CAPITOL DISTRICT BUILDING
250 SOUTH HOTEL STREET, SUITE 107
HONOLULU, HAWAII 96813
TELEPHONE: 808-586-1400 FAX: 808-586-1412
EMAIL: oip@hawaii.gov

To: House Committees on Education and Human Services

From: Cheryl Kakazu Park, Director

Date: March 14, 2012, 2:00 p.m.
State Capitol, Room 309

Re: Testimony on S.B. No. 2545, S.D. 2
Relating to Education

Thank you for the opportunity to submit testimony on S.B. No. 2545, S.D. 2.

OIP takes no position on the substance of this bill, which would establish an Executive Office on Early Learning and an Early Learning Board and raises the minimum age for attending kindergarten. OIP is concerned, however, about the proposed subsection 302L-B(e), beginning at bill page 11, line 12, which would create a special permitted interaction for the new board under which the board's subcommittees or workgroups would be able to operate outside the Sunshine Law's open meeting requirements so long as less than a quorum of board members (and any number of non-members) participated in a given subcommittee.

The Sunshine Law generally requires board members to discuss board business in a publicly noticed meeting, but provides for several specific circumstances, called "permitted interactions," in which board members may properly discuss board business outside a meeting. These permitted interactions are carefully balanced to both facilitate board members' ability to communicate and to protect the public's interest in having access to the board's discussions. For

instance, there is a permitted interaction (section 92-2.5(b), HRS) that allows less than a quorum of a board to be assigned to investigate a specific matter of the board and report back to the board. This existing permitted interaction (1) is limited in duration, as it envisions the group working together on one issue, and ceasing to exist after making its report on that issue; (2) is limited in scope of subject matter, since it involves investigation of one particular issue rather than a range of related topics; and (3) assures the public's ability to be informed about the discussions and testify about the issue, since it requires that the group report back and that the full board wait to discuss the report until a later meeting. Groups formed under this existing permitted interaction sometimes work with individuals who are not board members in carrying out their assigned investigation, and there is nothing in the existing permitted interaction to forbid doing so.

The permitted interaction proposed in this bill lacks any of the public protections in the existing permitted interaction, and seems instead to be intended to allow the council members to have standing subcommittees and workgroups that function entirely outside the Sunshine Law. OIP has serious concerns about allowing a board that is ostensibly subject to the Sunshine Law to conduct a large part of its work outside the Sunshine Law and without the protections of the public interest afforded by the Sunshine Law. **OIP would therefore recommend that proposed subsection 302L-B(e), beginning at bill page 11, line 12 be deleted, and that the council instead use the existing permitted interactions** in conducting its business consistent with all other government boards.

Thank you for considering our testimony and recommendations.



SB 2545 SD 2
RELATING TO EDUCATION
House Committee on Education
House Committee on Human Services

March 14, 2012

2:00 p.m.

Room 309

The Office of Hawaiian Affairs (OHA) **SUPPORTS WITH AMENDMENTS** SB 2545 SD 2, which would establish the executive office on early learning and an early learning advisory board. In addition, SB 2545 would repeal junior kindergarten. OHA believes that the cut-off deadline to repeal junior kindergarten should be postponed until a transition plan is in place and recommendations have been made by the advisory board.

In regards to the advisory board, OHA proposes the following amendment to §302L-B (a):

The advisory board shall invite the director of the Hawaii head start state collaboration office, the chief executive officer of the Kamehameha Schools, the chief executive officer of the Office of Hawaiian Affairs, the president of the 'Aha Pūnana Leo, and the executive director of the Hawaii Association of Independent Schools, or their designees, to serve as voting members of the advisory board.

This amendment will enable OHA to advance the success of Hawai'i's largest growing demography—Native Hawaiian children younger than five (Huaka'i, 2005, p. 140).

Lastly, OHA supports the proposed amendments offered by the 'Aha Pūnana Leo, which recognize the unique position and needs of Hawaiian language immersion early learners. These amendments would ensure that the Hawaiian voice is heard and recognize that the progress of Hawaiian language immersion education in Hawai'i can only advance with sound policy making beginning with SB 2545 SD 2.

Therefore, OHA urges the committee to PASS SB 2545 SD 2 with the suggested amendments. Mahalo for the opportunity to testify on this important measure.

Hawaii State House of Representatives
House Committee on Education and Committee on Human Services

Testimony by
Early Learning Council
March 14, 2012

S.B. 2545 S.D. 2– Relating to Education

Chairs Takumi and Mizuno, Vice Chairs Belatti and Jordan, and Committee Members:

The Early Learning Council (“ELC”) offers this testimony in support of S.B. 2545 S.D. 2.

Established under Act 14, First Special Session 2008, the Early Learning Council is entrusted with the development and administration of the state’s early learning system. The ELC seeks to establish a cohesive, comprehensive, and sustainable early learning system that ensures a spectrum of quality early learning opportunities for young children from their prenatal period until the time they enter kindergarten. As such, the ELC focuses upon four essential areas: Early Education and Care; Health; Parent Education and Family Support; and Workforce and Professional Development.

Since its inception, the ELC has completed and received approval for a statewide early childhood system framework, has partnered and provided advice on the development of a State Quality Improvement and Rating System, has supported the drafting of professional competence requirements for early learning practitioners, and most recently completed a Fiscal Mapping study (funded by the Omidyar Foundation) to measure the resources currently available in the State for Early Childhood services (e.g. education, health, nutritional and social services, special education services and family and professional training and development. Finally, the ELC has supported the “Be My Voice” campaign, which is targeted to impact the next biennium.

The ELC will comment on some of the broad provisions of the Bill.

- **Junior Kindergarten:** We are writing to **support the delay** in eliminating junior kindergarten and we respectfully request an amendment. In addition to the proposed delay, the ELC believes this legislation should authorize the development of an early learning program, funded through a public/private partnership, for all four-year-old children falling within the “gap” period of August 1 – December 31. We believe that this is critically important as a significant number of Hawaii keiki, families and our community may be negatively affected if there were no delay and the junior kindergarten program were to close.
- **Public/Private Early Learning Program:** In addition, S.B. 2545 S.D. 2 recognizes the need to establish a phased implementation plan for a truly collaborative public/private four-year-old program, and it considers the benefits of changing the junior kindergarten into an early learning program. These relate

directly to the ELC's focus areas of Early Education and Care and Parent Education and Family Support, and represent a significant step in establishing a comprehensive array of services for our most vulnerable children. The ELC is heartened to hear of collaborative discussions between the Office of Early Child Development and the DOE to begin such planning.

The members of the ELC will discuss certain aspects of the bill with legislators at the March 15th ELC meeting in order to develop more clarity regarding these proposed changes. We look forward to working with legislators to provide insight regarding the important work and essential purpose of the ELC as it continues to improve and expand early learning opportunities in Hawaii. We strongly support advancing this bill and will work collaboratively and proactively with the legislature and the broader community to preserve and promote these early education efforts. Thank you for the opportunity to testify.

Respectfully Submitted,

Dr. Robert Peters
Chair, Early Learning Council



1806 So. King Street ☆ Suite 30 ☆ Honolulu, HI 96826 ☆ (808)942-4708 ☆ FAX (808)955-2739 ☆ haeyc@hawaiihaeyc.org

Representative Roy Takumi, Chair
Representative Della Au Belatti, Vice Chair
HOUSE COMMITTEE ON EDUCATION

From: Katherine Murphy, Executive Director
Hawaii Association for the Education of Young Children (HAEYC)

Date: Wednesday, March 14, 2012

Subject: SB 2969, SD1 RELATING TO EARLY LEARNING

SB 2969, SD1 would require the Department of Taxation to allow a taxpayer to designate, or “check off,” that a specified amount of the taxpayer’s income tax refund be paid to the early learning trust fund. The Hawaii Association for the Education of Young Children (HAEYC) offers this testimony in support of SB 2969 and would like to ask for your consideration of the following amendments:

1. The creation of a check-off box allowing taxpayers to designate their tax return to a single trust fund that supports early childhood development instead of a fund that supports multiple early childhood causes.
2. Remove the \$25 donation ceiling and add a minimum of one to three dollars.

HAEYC would like to continue to be a positive contributor to ongoing policy conversations about Hawaii’s children. Our volunteers and staff would be happy to provide you more information to facilitate your decision-making. Please contact us at 942-4708 or haeyc@hawaiihaeyc.org.

HAEYC represents nearly 1,000 members who are early childhood development and educational professionals across the state.

HAEYC’s mission is to promote, support, and expand quality and professionalism in early childhood programs and services for Hawaii’s children (0-8) and their families.

Katherine E. Murphy
Executive Director
HAEYC



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony presented before the
House Committees on Education and Human Services
March 14, 2012, at 2:00 p.m.

By Linda K. Johnsrud
Executive Vice President for Academic Affairs & Provost, University of Hawai'i

SB 2545 SD2: RELATING TO EDUCATION

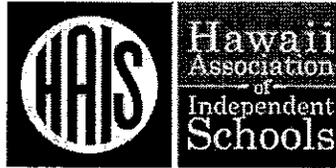
Chairs Takumi and Mizuno, Vice Chairs Belatti and Jordon, and members of the House Committees on Education and Human Services:

The University of Hawai'i is in strong support of SB 2545 SD2 that establishes the executive office of early learning and replaces the early learning council with an early learning advisory board.

Recognizing that a child's positive early learning experiences have significant benefit to individual lifelong learning capacity and to society, the University concurs that it is critical and urgent to establish an office and director of early learning at the executive level. SB 2545 SD2 establishes, in the proposed executive office of early learning, the responsibility for overseeing, developing, and assessing early care and education programs across the state, coordinating programs and policy efforts across agencies, and creates a state plan for an early learning system. This office will build upon progress that has been made throughout many years in Hawai'i by the efforts of the existing Early Learning Council, state agencies, and public, private, and community groups.

A systematic approach toward early care and learning has the potential of enhancing existing capacity of services and use of resources. One of the areas of highest concern to the University is the access to and relevance of educational programs for the early childhood workforce. To meet the needs of this workforce requires a coordinated approach and understanding of needs across different sectors and regions of the state. An executive office, as described in SB 2545 SD2, could create such a coordinated approach that would support our own review of academic and workforce programs at the University to meet the state's needs.

Thank you for the opportunity to testify in support of SB 2545 SD2.



March 14, 2012
2:00 p.m.
Conference Room 309

TESTIMONY TO
THE HOUSE COMMITTEE ON EDUCATION
and
THE HOUSE COMMITTEE ON HUMAN SERVICES

RE: SB 2545 SD2 – RELATING TO EDUCATION.

Dear Chairs Takumi and Mizuno, Vice Chairs Belatti and Jordan, and Members of the Committees:

My name is Robert Witt and I am executive director of the Hawaii Association of Independent Schools (HAIS), which represents 99 private and independent schools in Hawaii and educates over 33,000 elementary and secondary students statewide.

The Association appreciates the opportunity to **provide comments on Senate Bill 2545 SD2** which, in part, establishes the Executive Office on Early Learning and the Early Learning Advisory Board to replace the Early Learning Council.

HAIS has long been an advocate for educational programming and services for young children, particularly through our active involvement with the Early Learning Council (ELC). The ELC seeks to develop a comprehensive early childhood education system for the state and has engaged a professional body of experienced leaders to realize this goal.

HAIS hopes that the Early Learning Advisory Board envisioned in this bill will continue to engage stakeholders and conduct meetings with transparency under the leadership of Hawaii's most innovative and highly committed educators.

Despite funding deficiencies, the ELC has steadfastly worked to achieve laudable goals on behalf of the state's young children. HAIS looks forward to continued and thoughtful discussion with the legislature on how best to achieve high quality early learning programs that are available, affordable, and accessible for all children, birth to kindergarten entry, and address children's diverse abilities and needs.

The Hawaii Association of Independent Schools appreciates the opportunity to provide comments on SB 2545 SD2.



COMMUNITY CHILDREN'S COUNCIL OF HAWAII
1177 Alakea Street • B-100 • Honolulu • HI • 96813
TEL: (808) 586-5363 • TOLL FREE: 1-800-437-8641 • FAX: (808) 586-5366

March 14, 2012

To: Roy Takumi, Chair
Della Au Bellati, Vice Chair
House Committee on Education and Human Services State Capitol

RE: SB 2545 SD2 - RELATING TO EDUCATION

Dear Chair Takumi and Vice Chair Bellati, and Members of the Committee,

The 17 Community Children's Councils (CCCs) of Hawaii **strongly supports** SB2545 which proposes to create an Executive Office on Early Learning with an advisory board that will replace the current Early Learning Council.

The CCCs are community-based bodies comprised of parents, professionals in both public and private agencies and other interested persons who are concerned with specialized services provided to Hawaii's students. Membership is diverse, voluntary and advisory in nature. The CCCs are in rural and urban communities organized around the Complexes in the Department of Education.

The CCCs have long held that all children, with and without disabilities, benefit from quality, early learning programs that address their unique needs and help prepare them for long-term academic success. We have promoted best practices including inclusive placement options, timely transitions from early intervention, positive behavioral supports and academic outcomes, and evidence-based instruction to promote achievement. "According to the National Commission, 'pupils' early attainment at school is a good indicator on later educational success, and perhaps a more reliable indicator than family background." (Ball, 1994)

The CCCs maintain that a significant priority of the new Office on Early Learning will be to develop *high quality* educational alternatives for the gap group of four-year-olds who will be displaced by the repeal of Junior Kindergarten. The CCCs offer our assistance in disseminating information to families and community members statewide as well as advising the new Office and advisory board on policies and procedures required to promote *high quality* early education that leads to lasting cognitive and social benefits for all children.

We respectfully request your consideration of SB2545.

Should you have any questions or need additional information, please contact the Community Children's Council Office (CCCO) at 586-5363. Thank you for considering our testimony,

Tom Smith, Co-Chair

Jessica Wong-Sumida, Co-Chair

(Original signatures are on file with the CCCO)



LEAGUE OF
WOMEN VOTERS®

49 South Hotel Street, Room 314 | Honolulu, HI 96813
www.lwv-hawaii.com | 808.531.7488 | voters@lwvhawaii.com

Written Testimony of the League of Women Voters of Hawaii in regard to
SB 2545 SD2 Relating to Education

Presented before the
House Education and Human Services Committees
March 14, 2012, 9:00 a.m., Conf. Room 309

Chair Takumi, Vice Chair Belatti and members of the committee.

My name is Valere McFarland and I am Education Chair for the League of Women Voters – Hawaii. Thank you for this opportunity to testify on behalf of our members throughout Hawaii. The League applauds the state of Hawai'i for working to establish a collaborative public/private four-year-old program within an early childhood system that prepares our children prenatal to age five for success in school and life. One of the key components in such a system will be to give the families of children in this system *choice* in providing education opportunities for their children. The League respectfully submits the following input for your consideration with regard to the Junior Kindergarten program.

SB 2545 SD1 provides an end date of the 2013-2014 school year for the Junior Kindergarten program established in 2004. **We are concerned about the lack of any language in this bill that would provide a dedicated funding stream for the approximately 6,000 late born five year olds who would have been eligible for the Junior Kindergarten program.** Families who had planned for their children to participate in the Junior Kindergarten program will now have to make alternative arrangements. And because of the difficult economic climate we have in Hawaii, with more than 50% of these families living in poverty, their choices may be limited to caretaking by friends or relatives. Thus, for an entire cohort of late born five year old children, the opportunity to receive a quality early childhood education is extremely limited.

Many of the nearly 6,000 children impacted by the abolishment of the Junior Kindergarten program are from low income families, and are 'at-risk' of not completing their education career. In addition to economic challenges that prohibit most of these parents from affording quality early childhood education programs, the available spaces in Head Start and other programs are not sufficient to absorb this group. Forcing families to compete for spaces in these nearly full programs adds an unfair burden. Those who planned to enroll their children in Junior Kindergarten will now have to adjust by competing for spaces in nearly full preschool programs, or they will be forced to find relatives or friends who can provide child care.

It is regularly acknowledged in Hawaii by the political system, by the populace, and by educators that the best investment we can make is to ensure that all of our 'at-risk' kids start school healthy and ready to learn. There is no debate on that and a survey of the public would likely find a large majority would agree that we should be funding childhood education for this group of children. Economically, we cannot afford to allow this group to fall between the cracks.



Aloha United Way

Cover Sheet

Testifying Agency: Aloha United Way
Kim Gennaula, President & CPO
Norm Baker, COO & Vice President Community Impact

House Committee on Education

Rep. Roy M. Takumi, Chair
Rep. Della Au Belatti, Vice Chair

House Committee on Human Services

Rep. John M. Mizuno, Chair
Rep. Jo Jordan, Vice Chair

Wednesday, March 14, 2012 at 2:00 p.m.
Conference Room 309

SB 2545, SD2: Relating to Education



Aloha United Way

March 12, 2012

House Committee on Education
Rep. Roy M. Takumi, Chair
House Committee on Human Services
Rep. John M. Mizuno, Chair
Wednesday, March 14, 2012 at 2:00 PM
Conference Room 309

SB 2545, SD2: Relating to Education: Testimony in Strong Support

Dear Chair Takumi, Chair Mizuno and Committee Members:

Aloha United Way strongly encourages your favorable consideration of SB 2545, SD2 which establishes the Executive Office on Early Learning and an Early Learning Advisory Board.

Research clearly shows that the first five years of a child's life are critical in brain formation and to later success in our education system. The legislature recognized the importance of these early years by passing Act 14, Special Session Laws of 2008, which created the Early Learning Council to develop and administer Hawaii's early learning system. SB 2545, SD2 continues this process by transitioning the Early Learning Council to funded state positions and creating the framework upon which a functional early learning system can be built.

SB 2545, SD2 will enable the Executive Office on Early Learning Council to initiate the planning for the eventual roll out of the early learning system we need. Aloha United Way strongly encourages favorable consideration of this important legislation.

Thank you for the opportunity to provide testimony.

Sincerely,

A handwritten signature in black ink that reads "Kim Gennaula".

Kim Gennaula
President & Chief Professional Officer

91-1841 Fort Weaver Road
Ewa Beach, Hawaii 96706
Phone 808.681.3500
Fax 808.681.5280
Email cfs@cfs-hawaii.org
www.childandfamilyservice.org



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Testimony on SB 2545 **Relating to Education**

House Education and Human Services Committees

Wednesday, March 14, 2012, State Capitol, Room 309, 2 p.m.

Dear Chair Rep. Roy Takumi and Chair Rep. Mizuno, Vice-Chair Rep. Belatti and Vice-Chair Rep. Jordan and Committee members,

I am Howard S. Garval, President and Chief Executive Officer of Child & Family Service, Hawaii's oldest human services nonprofit organization whose mission is **strengthening families and fostering the healthy development of children.**

I am writing in support of SB 245 that:

- Establishes the Executive Office on Early Learning and makes an appropriation for this office
- Establishes the Early Learning Advisory Board to replace the Early Learning Council, and
- Repeals junior kindergarten programs at the end of the 2013-2014 school year and beginning with the 2014-2015 school year, requires students to be at least five years of age on July 31 of the school year in order to attend kindergarten

The best investment we can make in our community is on the front end; i.e. from birth to three so that children enter school safe, healthy and ready to learn. The Governor's appointment of an Early Childhood Coordinator was an important step in this direction and establishing an Executive Office on Early Learning is an important next step that will ensure that services for young children are coordinated across state departments. It is important also to continue the work of the Early Learning Council (ELC) by creating the Early Learning Advisory Board under this new Executive Office. I was pleased to hear the House Finance Committee appropriate \$250,000 for the ELC. The repeal of junior kindergarten at the end of the 2013-2014 school year is needed to allow time for developing an alternative pre-school option for young children who otherwise would have been in junior K.

Our Mission: Strengthening Families and Fostering the Healthy Development of Children



I applaud the authors of this legislation that takes an important step in elevating Hawaii's commitment to our keiki.

I urge your support of this legislation.

Mahalo for the opportunity to submit testimony.

Aloha,
Howard S. Garval, President & CEO
Child & Family Service



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Legislative Director

TESTIMONY FOR SENATE BILL 2545, SENATE DRAFT 2

**House Committee on Education
Hon. Roy Takumi, Chair
Hon. Della Au Belatti, Vice Chair**

**House Committee on Human Services
Hon. John M. Mizuno, Chair
Hon. Jo Jordan, Vice Chair**

**Wednesday, March 14, 2012, 2:00 PM
State Capitol, Conference Room 309**

Honorable Chair Takumi, Chair Mizuno, and committee members:

I am Kris Coffield, representing the IMU Alliance, a nonpartisan political advocacy organization that currently boasts over 150 local members. On behalf of our members, we offer this testimony in support of SB 2545, SD2, relating to education.

We firmly support the establishment of both an executive office on early learning and early learning advisory board. As recently 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. At the national level, every dollar spent on early childhood education saves taxpayers up to \$13.00 in future costs. This trend is reflected in local studies, as well, where each dollar spent on early learning reaps approximately \$4.20 in social benefits, including lowered healthcare costs, reduced rates of educational remediation and prison incarceration, and higher productivity. Access to affordable early learning programs not only helps working parents fulfill their responsibilities, but is essential for building a 21st century labor force. Early childhood education is especially important for at-risk students. According to the High Scopes/Perry Preschool longitudinal study, at-risk children with access to quality early learning

programs were 20 percent more likely to graduate from high school, 14 percent more likely to be employed, and 24 percent less likely to have been incarcerated by age 40 than peers without such access.

That said, we do note that the financial liability of repealing the junior kindergarten program for the Department of Human Services is estimated to be between \$1.3 million and \$2.1 million per month, depending upon the rate of appropriation of funds for lower-income child care subsidies. Therefore, we urge you to continue pushing for a reallocation of current early learning funds to cover this gap, thereby minimizing the cost to an already and persistently overstretched DHS.

Mahalo for the opportunity to testify in support of this bill.

Sincerely,
Kris Coffield
Legislative Director
IMUAlliance

March 13, 2012

The Honorable Representative Roy M. Takumi
Chairman - The House Committee on Education
The Honorable Representative John M. Mizuno
Chairman - The House Committee on Human Services
Hawaii State Capitol, Conference Room 309
Honolulu HI 9681

RE: SB 2545 SD2 Relating to Education

Aloha Chairman Takumi, Chairman Mizuno, and Members of These Committees:

Partners In Development Foundation, a non-profit organization that serves thousands in our community through early childhood education, supports the establishment of the executive office on early learning, and the early learning advisory board to replace the early learning council.

It is encouraging to know that you as legislators are aware of the importance of early childhood education (preschool), and the critical need that we have in Hawai'i to ensure that our youngest learners are entering school with a good educational foundation.

However, it is because of this need that we are concerned with the proposed repeal of the Junior Kindergarten (JK) program. Doing so may deny as many as 6,000 children access to quality education in preparation for entry into the elementary school system as a kindergartener.

While we are supportive of the opening portions of the legislation, we sincerely hope that the repeal of the JK can be delayed until a program is in place to serve this otherwise gap-group of four year old keiki.

Na'u Me Ka Pono,

Jan E. Hanohano Dill
President
Partners In Development Foundation



96 Pu'uhonu Place
 Hilo, HI 96720
 (808) 935-4304
 (808) 968-7512
 www.ahapunanaleo.org

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Pūnana Leo Programs

Nā Kula Pūnana Leo

Pūnana Leo Family-Based

Franchise Program

Pūnana Leo o Hilo

Pūnana Leo o Waimea

Pūnana Leo o Kona

Pūnana Leo o Maui

Pūnana Leo o Mōkua'i

Pūnana Leo o Hōnōkū

Pūnana Leo o Kāwāi'āno

Pūnana Leo o S.M. Kama'ehu

Pūnana Leo o Kōroa'āno

Pūnana Leo o Waianai

Pūnana Leo o Kaua'i

Hōnuaka

Hawaiian Voyaging Science

Niuolahi

Hawaiian Language Online

Pāpaho

Hawaiian Meets

Ke Kōmike Ho'ona'auao Hale Lunamaka'āinana
 Lunamaka'āinana Roy Takumi, Lunaho'omalū
 Lunamaka'āinana Della Au Belatti, Hope Lunaho'omalū

Ke Kōmike Lawelawe Kanaka, Hale Lunamaka'āinana
 Lunamaka'āinana John Mizuno, Lunaho'omalū
 Lunamaka'āinana Jo Jordan, Hope Lunaho'omalū

14 Malaki 2012

2p Lumi Hālāwai 309

Hō'ike Kāko'o me nā LOLI no ka pila SB2545

'Ekekele Aiona, Luna Ho'okele, 'Aha Pūnana Leo

Aloha e ka Lunaho'omalū Takumi, ka Hope 'o Belatti a me nā lālā o ke kōmike ho'ona'auao

Aloha pū mai e ka Lunaho'omalū Mizuno, ka Hope 'o Jordan a me nā lālā o ke kōmike lawelawe kanaka,

Eia au ka Luna Ho'okele o ka 'Aha Pūnana Leo ke kāko'o nei i ka pila SB2545 **ME NĀ LOLI.**

'O ka 'Aha Pūnana Leo wale nō ka mea nona ka 'ōnaehana kula kamali'i kaiā'ōlelo Hawai'i he 11 mai Hawai'i mokupuni a i Kaua'i. 'O nā kula Pūnana Leo nā paepae o ka 'ōnaehana P-20 ma ka 'ōlelo Hawai'i. Ke hāpai 'ia nei e loli SB245 a 'ike 'ia ko Hawai'i 'ano kūhelu he moku'āina 'ōlelo pālūa. He 'ōnaehana ho'ona'auao kamali'i ma luna o ka paepae kaiā'ōlelo Hawai'i. He laha ka hana o ka Pūnana Leo ma 'ō a 'ō ma ka ho'ōla 'ōlelo 'ōiwi. Ua piha he 30 makahiki o ka moemoā e oia ka 'ōlelo makuahine a nui ka 'ike no ka 'oko'a o ke a'o 'ana i loko o ka 'ōlelo Hawai'i a me nā keupono o ia a'o 'ana ma ka 'ao'ao kālai'ike me ka mo'omeheu. He pono a kaulike ka loa'a o ka 'ōnaehana kaiā'ōlelo Hawai'i a na mākou e hana. Eia nā loli e hāpai 'ia nei 'o ka mua, e hō'ike 'ia nā ala 'elua o ka ho'ona'auao ma nā 'ōlelo kūhelu 'elua o ka 'āina. E noho ka 'Aha Pūnana Leo ma ke kanihela a'oa'o aku i ka luna ho'omalū o ke ke'ena hou. He pilina nā loli 'ē a'e ma ke kuana'ike me ke kālai'ike o ka ho'ona'auao kamali'i ma ka 'ōlelo Hawai'i.

He mau loli kūpono no nā Pūnana Leo 'oiai kūkulu 'ia ka papahana mai loko mai o ke ao 'ōlelo Hawai'i.

E O I a K a ' Ō l e l o H a w a i ' i



98 Pū'uhonu Place
 Hilo, HI 96720
 (808) 935-4304
 (808) 989-7512
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 Executive

Administrative Team

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Amy Kaili

Nāmaka Rawns

Ka Luna Ho'ōkele
 Executive Director

M. 'Ekekela Aiona

**Na Pūnana
 Pūnana Leo**

Pūnana Leo Programs

Na Kula Pūnana Leo
 Pūnana Leo Family-Based
 Preschool Programs

- Pūnana Leo o Hilo
- Pūnana Leo o Waimāe
- Pūnana Leo o Kona
- Pūnana Leo o Maui
- Pūnana Leo o Nāhāna
- Pūnana Leo o Honolulu
- Pūnana Leo o Kēlāmea
- Pūnana Leo o S.M. Kamekaha
- Pūnana Leo o Kōloa
- Pūnana Leo o Waiānā
- Pūnana Leo o Kāuāi

Hōnuakai

Hawaiian Voyaging Science

Ni'uhāhā

Hawaiian Language Online

Pāpaho

Hawaiian Media

House Committees on Education and Human Services
 Representative Takumi, Chair Education
 Representative Belatti, Vice Chair Education
 Representative Mizuno, Chair Human Services
 Representative Jordan, Vice Chair

Wednesday, March 14, 2012
 2p Conference Room 309

Testimony in Support with Amendments SB2545

'Ekekela Aiona, Executive Director, 'Aha Pūnana Leo
 'Ekekela@ahapunanaleo.org
 (808)935-4304

Aloha Chairs Takumi and Mizuno and Vice Chairs Belatti and Jordan and members of the committees on Education and Human Services

My name is 'Ekekela Aiona, Executive Director of the 'Aha Pūnana Leo. Mahalo for giving me the opportunity to provide testimony for SB2545. The 'Aha Pūnana Leo supports the intent of this bill and provides the following amendments in support of early education in Hawaiian language.

Section 1 to include Hawai'i's linguistic, cultural and historical distinctiveness

Section 2 to include attention to distinctive legislation, policies and programming depending on the official language of the state used as the medium of early education and to ensure support for best practices developed within the community of Hawaiian speaking early childhood educators. In addition, to include membership on the Early Learning Advisory Board similar to other statewide entities currently identified.

The 'Aha Pūnana Leo is the only statewide provider of early education through the medium of Hawaiian and is attached to a P-20 Hawaiian Medium Education system. Hawai'i's distinctiveness as a state with two official languages and two languages of education is a unique strength for Hawai'i. Hawai'i is a national and international model of indigenous language revitalization. There are unique academic and cultural advantages for children receiving early childhood education through Hawaiian. We have learned a lot over the nearly 30 years since Pūnana Leo was established. We now have another generation with former Pūnana Leo keiki having their keiki and raising the next generation with Hawaiian as a home language.

Our amendments below include language that allows for the linguistic uniqueness of Hawaiian medium and the development of this system parallel to English medium. We also support the 'Aha Pūnana Leo on the Early Learning Advisory Board to ensure the unique needs of Hawaiian Medium early education are addressed as well as the application of current Hawai'i statutes are adhered to.

E O I a K a ' Ō l e l o H a w a i i

These are very important to Pūnana Leo as our foundation of early education is based in our language and culture.

Mahalo nui

'Ekekelā Aiona
Executive Director
'Aha Pūnana Leo
96 Pu'uhonu Place
Hilo, HI 96720
(808) 935-4304

THE SENATE
TWENTY-SIXTH LEGISLATURE, 2012
STATE OF HAWAII
A BILL FOR AN ACT

S.B. NO.2545 S.D.2

RELATING TO EDUCATION.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. The legislature finds that the period from birth to age five is the most crucial period of learning in a child's life. This is when over eighty-five per cent of a person's brain development takes place. Early life experiences lay the groundwork for a child's lifelong learning and behavior. The legislature further finds that high quality early learning programs sensitive to Hawaii's linguistic, cultural, and historic distinctiveness that are affordable and accessible for all children are critically important for ensuring the success of Hawaii's keiki as they pursue early care and education through the medium of either of the two official languages of the state.

In addition, the significant, long-term benefits realized through investments in high-quality, early learning systems have been established through decades of research as well as Hawai'i's own 19th century history of near universal literacy produced in Hawaiian language schools with compulsory education beginning at age four (4). International studies show that it is much easier to teach early literacy through a language with a writing system like that of Hawaiian than through a writing system such as that of English. Many national studies show the importance of early childhood education. For example, a federal Department of Education study reports that children enrolled in kindergarten increase their knowledge and skills regardless of development prior to enrollment. English medium school kindergarteners are expected to leave kindergarten knowing how to read and write. First graders who did not go to kindergarten are typically developmentally behind their peers in academic and social development and are more likely to fail a grade level in elementary school.

The purpose of this Act is, among other things, to:

- (1) Establish the executive office on early learning;
- (2) Establish the early learning advisory board to replace the early learning council;

(3) Repeal junior kindergarten programs at the end of the 2013-2014 school year;

(4) Require students to be at least five years of age on July 31 of the school year in order to attend kindergarten starting with the 2014-2015 school year;

(5) Make an appropriation to the executive office on early learning; and

(6) Require an implementation plan and projected financials in order to ensure a seamless transition from the junior kindergarten program to the keiki first steps program in the 2014-2015 school year.

SECTION 2. Chapter 302L, Hawaii Revised Statutes, is amended by adding three new sections to be appropriately designated and to read as follows:

"§302L-A Executive office on early learning; director; general functions, duties, and powers. (a) There is established, within the department of education, for administrative purposes only, an executive office on early learning.

(b) The head of this office shall be known as the director of the executive office on early learning, hereinafter referred to as director. The director shall:

(1) Have professional training in the field of social work, education, and other related fields;

(2) Have direct experience in programs or services related to early education;

(3) Have recent experience in a supervisory, consultative, or administrative position;

(4) Be nominated and, by and with the advice and consent of the senate, appointed by the governor;

(5) Be paid a salary set by the governor that shall not exceed ninety per cent of the salary of the director of human resources development; and

(6) Be included in any benefit program generally applicable to the officers and employees of the State.

(c) The director shall be responsible for:

(1) Serving as the principal officer in state government responsible for the performance, development, and control of programs, polices, and activities related to early care and education for children, from prenatal care to entrance into kindergarten with attention to distinctive legislation, policies, and programming depending on the official language of the state used as the

medium of early education;

(2) Overseeing, supervising, and directing the performance of the director's subordinates in various activities, which include planning, evaluation, and coordination of early learning programs;

(3) Administering funds allocated for the executive office on early learning and applying for, receiving, and disbursing grants and donations from all services for early learning programs and services;

(4) Assessing the policies and practices of other agencies impacting early learning and conducting advocacy efforts for early learning;

(5) Advising agencies on new legislation, programs, and policy initiatives relating to early learning;

(6) Employing and retaining staff as may be necessary for the purposes of this section, in conformity with chapter 76; and

(7) Contracting for services that may be necessary for the purposes of this section, including through master contracts with other state agencies receiving federal and state funds for programs and services for early learning in either or both of the state's official languages, and purchase of service agreements with appropriate agencies.

(d) In developing the early learning system with distinctive Hawaiian medium and English medium pathways established pursuant to section 302L-2, the office, among other things, shall:

(1) Establish policies and procedures governing its operations;

(2) Develop a plan, with goals and objectives, for the early learning system, including the development, execution, and monitoring of a phased implementation plan;

(3) Coordinate, improve, and expand upon existing early learning programs and services for children from birth until the time they enter kindergarten;

(4) Establish policies and procedures to include existing early learning programs and services;

(5) Establish additional early learning programs and services, including public and private partnerships, when applicable;

(6) Establish policies and procedures governing the inclusion of children with special needs;

(7) Develop incentives to enhance the quality of programs, services, and educational professionals within the early learning system;

(8) Coordinate efforts to develop a highly-qualified, stable, and diverse workforce;

(9) Develop and implement methods of maximizing the engagement of families, caregivers, and teachers in the early learning system;

(10) Develop an effective, comprehensive, and integrated system to provide training and technical support to programs and services within the early learning system;

(11) Develop standards of accountability to ensure that high-quality early learning experiences are provided by programs and services of the early learning system;

(12) Collect, interpret, and release data relating to early learning in the State;

(13) Recommend the appropriate proportion of state funds that should be distributed to programs and services across the early learning system, to ensure the most effective and efficient allocation of fiscal resources within the early learning system;

(14) Promote awareness of early learning opportunities to families and the general public;

(15) Ensure that support for Hawaiian language medium education follows best practice developed from within the community of Hawaiian speaking early childhood educators, with equal access through Hawaiian to the services of the early learning system; and

(16) ~~(15)~~ Consult with community groups, including statewide organizations that are involved in early learning professional development, policy and advocacy, and early childhood programs.

(e) The governor or the department of human services shall transfer the Hawaii head start state collaboration office from the department of human services to the executive office on early learning.

§302L-B Early learning advisory board. (a) There is established an early

learning advisory board, whose members shall be appointed by the governor pursuant to section 26-34. The advisory board shall be responsible for:

(1) Advising the office on how best to meet the educational needs of children, from birth to entry into kindergarten;

(2) Providing recommendations to the office on improving the quality, availability, and coordination of early care and education programs; and

(3) Promoting collaboration across agencies and stakeholders serving young children.

(b) The advisory board shall consist of the following voting members:

(1) The superintendent of education or the superintendent's designee;

(2) The director of human services or the director's designee;

(3) The director of health or the director's designee;

(4) The president of the University of Hawaii or the president's designee;

(5) A representative of center-based program providers or the representative's designee;

(6) A representative of family child care program providers;

(7) A representative of family-child interaction learning program providers;

(8) A representative of philanthropic organizations that support early learning or the representative's designee;

(9) A representative from a head start provider agency;

(10) A representative from the Hawaii Early Intervention Coordinating Council;

(11) A parent representative;

(12) A representative from the Hawaii chapter of the American Academy of Pediatrics;

(13) A representative of home-visiting program providers; and

(14) Two representatives of the Hawaii Council of Mayors or each representative's respective designee.

The advisory board shall invite the director of the Hawaii head start state collaboration office, the chief executive officer of the Kamehameha Schools, the executive director of •Aha P•nana Leo and the executive director of the Hawaii Association of Independent Schools, or their designees, to serve as voting members of the advisory board.

Except for the superintendent of education, directors of state departments, president of the University of Hawaii, director of the Hawaii head start state collaboration office, chief executive officer of the Kamehameha Schools, the executive director of •Aha P•nana Leo, the executive director of the Hawaii Association of Independent Schools, or their designees, and the representatives of the Hawaii Council of Mayors, or their respective designees, the members shall be nominated and, by and with the advice and consent of the senate, appointed by the governor.

(c) Except for the superintendent of education, directors of state departments, president of the University of Hawaii, director of the Hawaii head start state collaboration office, chief executive officer of the Kamehameha Schools, the executive director of •Aha P•nana Leo and the executive director of the Hawaii Association of Independent Schools, or their designees, the members of the advisory board shall serve staggered terms as follows:

(1) The representative of center-based program providers shall serve a two-year term;

(2) The representative of family child care program providers shall serve a three-year term;

(3) The representative of family-child interaction learning program providers shall serve a three-year term;

(4) The representative of philanthropic organizations that support early learning shall serve a two-year term;

(5) The representative from the Hawaii Early Intervention Coordinating Council shall serve a three-year term;

(6) The parent representative shall serve a two-year term;

(7) The representative from the Hawaii chapter of the American Academy of Pediatrics shall serve a two-year term;

(8) The representative of home-visiting program providers shall serve a three-year term; and

(9) Of the two representatives of the Hawaii Council of Mayors, one shall serve a two-year term, and the other shall serve a three-year term as determined by the Hawaii Council of Mayors.

(d) The advisory board shall select a chairperson by a majority vote of its members; provided that the chairperson shall be a representative from the private sector. A majority of the members serving on the advisory board shall constitute a quorum to do business. The concurrence of the majority of the members serving on the advisory board shall be necessary to make any action of the advisory board valid.

(e) The advisory board may form workgroups and subcommittees, including with individuals who are not advisory board members, to:

(1) Obtain resource information from early learning professionals and other individuals as deemed necessary by the advisory board;

(2) Make recommendations to the advisory board; and

(3) Perform other functions as deemed necessary by the advisory board to fulfill its duties and responsibilities.

Two or more advisory board members, but less than a quorum, may discuss matters relating to official advisory board business in the course of their participation in a workgroup or subcommittee, and such discussion shall be a permitted interaction as provided for in section 92-2.5.

(f) Members of the advisory board shall serve without compensation but shall be reimbursed for expenses, including travel expenses, necessary for the performance of their duties.

§302L-C Early childhood education facilities; pre-plus. (a) There is established the pre-plus program within the executive office on early learning to expand access to affordable and high-quality English medium and Hawaiian medium early childhood education for children from low-income families who are not otherwise eligible for kindergarten, by allowing preschool programs to be established on public school campuses through public-private partnerships.

(b) The executive office on early learning, the department of education, and the department of human services shall work collaboratively to develop suitable English medium pre-plus classrooms on department of education campuses statewide, including conversion charter school campuses. The executive office on early learning, with the department of education and department of human services, shall coordinate site selection for additional English medium pre-plus programs at public school sites, with priority given to public school sites that serve at-risk children as defined in section 302L-1, including sites located in areas with limited access to early learning programs and services."

(c) The executive office on early learning, the department of education, the •Aha P•nana Leo, and the department of human services shall work collaboratively to develop suitable Hawaiian medium pre-plus classrooms on appropriate charter school and department of education campuses statewide, including conversion charter school campuses. The executive office on early learning and the •Aha P•nana Leo, with the department of education and department of human services, shall coordinate site selection for additional pre-plus programs at public school sites, with priority given to public school sites that serve Hawaiian speaking and other at-risk children as defined in section 302L-1, including sites located in areas with limited access to early learning programs and services."

SECTION 3. Section 302A-411, Hawaii Revised Statutes, is amended to read as follows:

"§302A-411 [~~Junior kindergarten and kindergarten] Kindergarten program; establishment; attendance.~~ (a) The department shall establish and maintain [~~junior kindergartens and~~] kindergartens with a program of instruction as a part of the public school system; provided that:

(1) Attendance shall not be mandatory; and

(2) Charter schools shall be excluded from mandatory participation in the program.

SECTION 4. Section 302A-1151.5, Hawaii Revised Statutes, is amended to read as follows:

"[~~§~~302A-1151.5[~~]~~] Use of vacant public school facilities for pre-plus programs and by charter schools. (a) When the department considers whether to close any particular public school, it shall simultaneously give reasonable consideration to making all or portions of the facilities of the public school available for [~~the~~];

(1) The exclusive occupancy and use by a charter school or a pre-plus program established pursuant to section 302L•C; or

(2) The joint occupancy and use by the charter school or a pre-plus program and the department;

provided that the department may elect to use the facilities for the support of public education programs, with preference given to instructional uses over administrative uses.

(b) The department shall submit a notice of possible availability of a public school to the charter school review panel and the executive office on early learning as early as possible; provided that if a vacancy is established, a notice of vacancy shall be submitted to the charter school review panel and executive office on early learning no later than thirty days after the establishment of the vacancy.

(c) Pursuant to section 302B-3.6 and upon receipt of a notice pursuant to subsection (b), the charter school review panel shall solicit applications from charter schools interested in using and occupying all or portions of the facilities of the public school and submit a prioritized list of charter schools to the department for final determination of which charter school, if any, shall be authorized to use and occupy the public school facilities.

(d) Upon receipt of a notice pursuant to subsection (b), the executive office on early learning shall solicit applications from pre-plus programs interested in using and occupying all or portions of the facilities of the public school and submit a prioritized list of pre-plus programs to the department for final determination of which pre-plus program, if any, shall be authorized to use and occupy the public school facilities.

~~[(d)]~~ (e) Upon the selection of a charter school or pre-plus program to use a vacant school facility or portion of a school facility, the department and the charter school review panel or executive office on early learning, whichever is appropriate, shall enter into necessary agreements within ninety days of the selection to carry out the purposes of this section.

~~[(e)]~~ (f) After receipt ~~[by the charter school review panel]~~ of a notice pursuant to subsection (b), if the charter school review panel ~~[does]~~ or executive office on early learning does not provide a prioritized list of charter schools or pre-plus programs because no charter school or pre-plus program has requested to use the facilities of the public school, or if the department receives the prioritized ~~[list]~~ lists but determines that no charter school or pre-plus program on ~~[the]~~ either list is an appropriate candidate to occupy and use the facilities, the

department shall give reasonable consideration to making all or portions of the facilities of the public school, if closed, available for occupancy and use for other educational purposes.

~~[(f)]~~ (g) The department shall adopt rules necessary to carry out the purposes of this section.

~~[(g)]~~ (h) For purposes of this section, "public school" means any school that falls within the definition of public schools in section 302A-101, except for charter schools."

SECTION 5. Section 302L-1, Hawaii Revised Statutes, is amended to read as follows:

~~["§302L-1"]~~ **Definitions.** As used in this chapter, unless the context otherwise requires:

"Advisory board" means the early learning advisory board established pursuant to this chapter.

"At-risk children" means:

(1) Hawaiian speaking children, and
(2) children who, because of their home and community environment, are subject to language, cultural, economic, and other disadvantages that cause them to be at risk for school failure, including children:

(a) ~~(1)~~ Who are eligible for special education services;

(b) ~~(2)~~ Who are English as a second language learners in English medium schools and Hawaiian as second language learners in Hawaiian medium schools;

(c) ~~(3)~~ Who reside within a public school district, established under chapter 302A, that is in need of improvement based on the criteria of the federal No Child Left Behind Act of 2001 (Public Law 107-110), as amended; or

(d) ~~(4)~~ Whose family income is no more than two hundred fifty per cent of the federal poverty level.

"Center-based" describes programs in which early childhood education and care services are provided in a facility, including private preschools, child care centers, and head start programs, licensed, or excluded or exempt from licensing, by the department of human services.

~~["Council" means the early learning council established pursuant to this chapter.]~~

"Family child care program" means a program in which a child is cared for in a family child care home licensed under section 346-161.

"Family-child interaction learning program" means a program attended by both a child and at least one adult who is the child's parent, relative, or other caregiver, that facilitates family-child interactive learning experiences for children and educates the family member or members about how to encourage the child's learning.

"Home-based instruction program" means a family-involvement, school-readiness program that helps families prepare their child for success in school and beyond, and that is based in the child's home; provided that home schooling is not a home-based instruction program.

"Office" means the executive office on early learning established pursuant to this chapter."

SECTION 6. Section 302L-3, Hawaii Revised Statutes, is repealed.

~~["§302L-3 Early learning council.-(a)~~

SECTION 7. Section 346-1.7, Hawaii Revised Statutes, is repealed.

SECTION 8. The executive office on early learning established pursuant to section 2 of this Act shall submit a report to the legislature no later than twenty days prior to the convening of the regular session of 2013 on the status of an implementation plan for the development of the early learning system established pursuant to section 302L-2, Hawaii Revised Statutes. The report shall include a timeline of the implementation plan and any projected funding needs, with a focus on targeted four year old children.

SECTION 9. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2012-2013 to establish the executive office on early learning.

The sum appropriated shall be expended by the department of education for the purposes of this Act.

SECTION 10. The members serving on the early learning council on the effective date of this Act shall serve as the initial members of the early learning advisory board established pursuant to section 2 and shall continue to serve as members of the early learning advisory board until their terms expire.

SECTIONS 11. Sections 302A-1506.5, 302L-2, 302L-4, and 302L-5, Hawaii Revised Statutes, are amended by substituting the term "executive office on early learning" wherever the term "early learning council" appears and by substituting the term "office" whenever the term "council" appears, as the context requires.

SECTION 12. Section 302L-3.5, Hawaii Revised Statutes, is amended by substituting the term "advisory board" wherever the term "council" appears, as the context requires.

SECTION 13. In codifying the new sections added by section 2 of this Act, the revisor of statutes shall substitute appropriate section numbers for the letters used in designating the new sections in this Act.

SECTION 14. Statutory material to be repealed is bracketed and stricken. New statutory material is underscored.

SECTION 15. This Act shall take effect on July 1, 2012; provided that section 3 of this Act shall take effect on July 1, 2014.

SB2545

RELATING TO EDUCATION.

**BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF
HAWAII:**

SECTION 1. The legislature finds that the period from birth to age five is the most crucial period of learning in a child's life. This is when over eighty-five per cent of a person's brain development takes place. Early life experiences lay the groundwork for a child's lifelong learning and behavior. The legislature further finds that high quality early learning programs sensitive to Hawaii's linguistic, cultural, and historic distinctiveness that are affordable and accessible for all children are critically important for ensuring the success of Hawaii's keiki as they pursue early care and education through the medium of either of the two official languages of the state.

In addition, the significant, long-term benefits realized through investments in high-quality, early learning systems have been established through decades of research as well as Hawai'i's own 19th century history of near universal literacy produced in Hawaiian language schools with compulsory education beginning at age four (4). International studies show that it is much easier to teach early literacy through a language with a writing system like that of Hawaiian than through a writing system such as that of English. Many national studies show the importance of early childhood education. For example, a federal Department of Education study reports that children enrolled in kindergarten increase their knowledge and skills regardless of development prior to enrollment. English medium school kindergarteners are expected to leave kindergarten knowing how to read and write. First graders who did not go to kindergarten are typically developmentally behind their peers in academic and social development and are more likely to fail a grade level in elementary school.

The purpose of this Act is, among other things, to:

- (1) Establish the executive office on early learning;
- (2) Establish the early learning advisory board to replace the early learning council;
- (3) Repeal junior kindergarten programs at the end of the 2013-2014 school year;
- (4) Require students to be at least five years of age on July 31 of the school year in order to attend kindergarten starting with the 2014-2015 school year;

(5) Make an appropriation to the executive office on early learning; and

(6) Require an implementation plan and projected financials in order to ensure a seamless transition from the junior kindergarten program to the keiki first steps program in the 2014-2015 school year.

SECTION 2. Chapter 302L, Hawaii Revised Statutes, is amended by adding three new sections to be appropriately designated and to read as follows:

"§302L-A Executive office on early learning; director; general functions, duties, and powers. (a) There is established, within the department of education, for administrative purposes only, an executive office on early learning.

(b) The head of this office shall be known as the director of the executive office on early learning, hereinafter referred to as director. The director shall:

(1) Have professional training in the field of social work, education, and other related fields;

(2) Have direct experience in programs or services related to early education;

(3) Have recent experience in a supervisory, consultative, or administrative position;

(4) Be nominated and, by and with the advice and consent of the senate, appointed by the governor;

(5) Be paid a salary set by the governor that shall not exceed ninety per cent of the salary of the director of human resources development; and

(6) Be included in any benefit program generally applicable to the officers and employees of the State.

(c) The director shall be responsible for:

(1) Serving as the principal officer in state government responsible for the performance, development, and control of programs, polices, and activities related to early care and education for children, from prenatal care to entrance into kindergarten with attention to distinctive legislation, policies, and programming depending on the official language of the state used as the medium of early education;

(2) Overseeing, supervising, and directing the performance of the director's subordinates in various activities, which include planning, evaluation, and coordination of early learning programs;

(3) Administering funds allocated for the executive office on early learning and applying for, receiving, and disbursing grants and donations from all services for early learning programs and services;

(4) Assessing the policies and practices of other agencies impacting early learning and conducting advocacy efforts for early learning;

(5) Advising agencies on new legislation, programs, and policy initiatives relating to early learning;

(6) Employing and retaining staff as may be necessary for the purposes of this section, in conformity with chapter 76; and

(7) Contracting for services that may be necessary for the purposes of this section, including through master contracts with other state agencies receiving federal and state funds for programs and services for early learning in either or both of the state's official languages, and purchase of service agreements with appropriate agencies.

(d) In developing the early learning system with distinctive Hawaiian medium and English medium pathways established pursuant to section 302L-2, the office, among other things, shall:

(1) Establish policies and procedures governing its operations;

(2) Develop a plan, with goals and objectives, for the early learning system, including the development, execution, and monitoring of a phased implementation plan;

(3) Coordinate, improve, and expand upon existing early learning programs and services for children from birth until the time they enter kindergarten;

(4) Establish policies and procedures to include existing early learning programs and services;

(5) Establish additional early learning programs and services, including public and private partnerships, when applicable;

(6) Establish policies and procedures governing the inclusion of children with special needs;

(7) Develop incentives to enhance the quality of programs, services, and educational professionals within the early learning system;

(8) Coordinate efforts to develop a highly-qualified, stable, and diverse workforce;

(9) Develop and implement methods of maximizing the engagement of families, caregivers, and teachers in the early learning system;

(10) Develop an effective, comprehensive, and integrated system to provide training and technical support to programs and services within the early learning system;

(11) Develop standards of accountability to ensure that high-quality early learning experiences are provided by programs and services of the early learning system;

(12) Collect, interpret, and release data relating to early learning in the State;

(13) Recommend the appropriate proportion of state funds that should be distributed to programs and services across the early learning system, to ensure the most effective and efficient allocation of fiscal resources within the early learning system;

(14) Promote awareness of early learning opportunities to families and the general public;

(15) Ensure that support for Hawaiian language medium education follows best practice developed from within the community of Hawaiian speaking early childhood educators, with equal access through Hawaiian to the services of the early learning system; and

(16) ~~(15)~~ Consult with community groups, including statewide organizations that are involved in early learning professional development, policy and advocacy, and early childhood programs.

(e) The governor or the department of human services shall transfer the Hawaii head start state collaboration office from the department of human services to the executive office on early learning.

§302L-B Early learning advisory board. (a) There is established an early learning advisory board, whose members shall be appointed by the governor pursuant to section 26-34. The advisory board shall be responsible for:

(1) Advising the office on how best to meet the educational needs of children, from birth to entry into kindergarten;

(2) Providing recommendations to the office on improving the quality, availability, and coordination of early care and education programs; and

(3) Promoting collaboration across agencies and stakeholders serving young children.

(b) The advisory board shall consist of the following voting members:

- (1) The superintendent of education or the superintendent's designee;
- (2) The director of human services or the director's designee;
- (3) The director of health or the director's designee;
- (4) The president of the University of Hawaii or the president's designee;
- (5) A representative of center-based program providers or the representative's designee;
- (6) A representative of family child care program providers;
- (7) A representative of family-child interaction learning program providers;
- (8) A representative of philanthropic organizations that support early learning or the representative's designee;
- (9) A representative from a head start provider agency;
- (10) A representative from the Hawaii Early Intervention Coordinating Council;
- (11) A parent representative;
- (12) A representative from the Hawaii chapter of the American Academy of Pediatrics;
- (13) A representative of home-visiting program providers; and
- (14) Two representatives of the Hawaii Council of Mayors or each representative's respective designee.

The advisory board shall invite the director of the Hawaii head start state collaboration office, the chief executive officer of the Kamehameha Schools, the executive director of 'Aha Pūnana Leo and the executive director of the Hawaii Association of Independent Schools, or their designees, to serve as voting members of the advisory board.

Except for the superintendent of education, directors of state departments, president of the University of Hawaii, director of the Hawaii head start state collaboration office, chief executive officer of the

Kamehameha Schools, the executive director of 'Aha Pūnana Leo, the executive director of the Hawaii Association of Independent Schools, or their designees, and the representatives of the Hawaii Council of Mayors, or their respective designees, the members shall be nominated and, by and with the advice and consent of the senate, appointed by the governor.

(c) Except for the superintendent of education, directors of state departments, president of the University of Hawaii, director of the Hawaii head start state collaboration office, chief executive officer of the Kamehameha Schools, the executive director of 'Aha Pūnana Leo and the executive director of the Hawaii Association of Independent Schools, or their designees, the members of the advisory board shall serve staggered terms as follows:

(1) The representative of center-based program providers shall serve a two-year term;

(2) The representative of family child care program providers shall serve a three-year term;

(3) The representative of family-child interaction learning program providers shall serve a three-year term;

(4) The representative of philanthropic organizations that support early learning shall serve a two-year term;

(5) The representative from the Hawaii Early Intervention Coordinating Council shall serve a three-year term;

(6) The parent representative shall serve a two-year term;

(7) The representative from the Hawaii chapter of the American Academy of Pediatrics shall serve a two-year term;

(8) The representative of home-visiting program providers shall serve a three-year term; and

(9) Of the two representatives of the Hawaii Council of Mayors, one shall serve a two-year term, and the other shall serve a three-year term as determined by the Hawaii Council of Mayors.

(d) The advisory board shall select a chairperson by a majority vote of its members; provided that the chairperson shall be a representative from the private sector. A majority of the members serving on the advisory

board shall constitute a quorum to do business. The concurrence of the majority of the members serving on the advisory board shall be necessary to make any action of the advisory board valid.

(e) The advisory board may form workgroups and subcommittees, including with individuals who are not advisory board members, to:

(1) Obtain resource information from early learning professionals and other individuals as deemed necessary by the advisory board;

(2) Make recommendations to the advisory board; and

(3) Perform other functions as deemed necessary by the advisory board to fulfill its duties and responsibilities.

Two or more advisory board members, but less than a quorum, may discuss matters relating to official advisory board business in the course of their participation in a workgroup or subcommittee, and such discussion shall be a permitted interaction as provided for in section 92-2.5.

(f) Members of the advisory board shall serve without compensation but shall be reimbursed for expenses, including travel expenses, necessary for the performance of their duties.

§302L-C Early childhood education facilities; pre-plus. (a) There is established the pre-plus program within the executive office on early learning to expand access to affordable and high-quality English medium and Hawaiian medium early childhood education for children from low-income families who are not otherwise eligible for kindergarten, by allowing preschool programs to be established on public school campuses through public-private partnerships.

(b) The executive office on early learning, the department of education, and the department of human services shall work collaboratively to develop suitable English medium pre-plus classrooms on department of education campuses statewide, including conversion charter school campuses. The executive office on early learning, with the department of education and department of human services, shall coordinate site selection for additional English medium pre-plus programs at public school sites, with priority given to public school sites that serve at-risk children as defined in section 302L-1, including sites located in areas with limited access to early learning programs and services."

(c) The executive office on early learning, the department of education, the 'Aha Pūnana Leo, and the department of human services shall work collaboratively to develop suitable Hawaiian medium pre-plus classrooms on appropriate charter school and department of education campuses statewide, including conversion charter school campuses. The executive

office on early learning and the 'Aha Pūnana Leo, with the department of education and department of human services, shall coordinate site selection for additional pre-plus programs at public school sites, with priority given to public school sites that serve Hawaiian speaking and other at-risk children as defined in section 302L-1, including sites located in areas with limited access to early learning programs and services."

SECTION 3. Section 302A-411, Hawaii Revised Statutes, is amended to read as follows:

"§302A-411 [~~Junior kindergarten and kindergarten] Kindergarten program; establishment; attendance.~~ (a) The department shall establish and maintain [~~junior kindergartens and] kindergartens with a program of instruction as a part of the public school system; provided that:~~

(1) Attendance shall not be mandatory; and

(2) Charter schools shall be excluded from mandatory participation in the program.

SECTION 4. Section 302A-1151.5, Hawaii Revised Statutes, is amended to read as follows:

"[~~§302A-1151.5~~] Use of vacant public school facilities for pre-plus programs and by charter schools. (a) When the department considers whether to close any particular public school, it shall simultaneously give reasonable consideration to making all or portions of the facilities of the public school available for [the]:

(1) The exclusive occupancy and use by a charter school or a pre-plus program established pursuant to section 302L-C; or

(2) The joint occupancy and use by the charter school or a pre-plus program and the department;

provided that the department may elect to use the facilities for the support of public education programs, with preference given to instructional uses over administrative uses.

(b) The department shall submit a notice of possible availability of a public school to the charter school review panel and the executive office on early learning as early as possible; provided that if a vacancy is established, a notice of vacancy shall be submitted to the charter school review panel and executive office on early learning no later than thirty days after the establishment of the vacancy.

(c) Pursuant to section 302B-3.6 and upon receipt of a notice pursuant to subsection (b), the charter school review panel shall solicit applications from charter schools interested in using and occupying all or portions of

the facilities of the public school and submit a prioritized list of charter schools to the department for final determination of which charter school, if any, shall be authorized to use and occupy the public school facilities.

(d) Upon receipt of a notice pursuant to subsection (b), the executive office on early learning shall solicit applications from pre-plus programs interested in using and occupying all or portions of the facilities of the public school and submit a prioritized list of pre-plus programs to the department for final determination of which pre-plus program, if any, shall be authorized to use and occupy the public school facilities.

~~[(d)]~~ (e) Upon the selection of a charter school or pre-plus program to use a vacant school facility or portion of a school facility, the department and the charter school review panel or executive office on early learning, whichever is appropriate, shall enter into necessary agreements within ninety days of the selection to carry out the purposes of this section.

~~[(e)]~~ (f) After receipt [by the charter school review panel] of a notice pursuant to subsection (b), if the charter school review panel [does] or executive office on early learning does not provide a prioritized list of charter schools or pre-plus programs because no charter school or pre-plus program has requested to use the facilities of the public school, or if the department receives the prioritized [list] lists but determines that no charter school or pre-plus program on [the] either list is an appropriate candidate to occupy and use the facilities, the department shall give reasonable consideration to making all or portions of the facilities of the public school, if closed, available for occupancy and use for other educational purposes.

~~[(f)]~~ (g) The department shall adopt rules necessary to carry out the purposes of this section.

~~[(g)]~~ (h) For purposes of this section, "public school" means any school that falls within the definition of public schools in section 302A-101, except for charter schools."

SECTION 5. Section 302L-1, Hawaii Revised Statutes, is amended to read as follows:

~~[[§302L-1]]~~ **Definitions.** As used in this chapter, unless the context otherwise requires:

"Advisory board" means the early learning advisory board established pursuant to this chapter.

"At-risk children" means:

- (1) Hawaiian speaking children, and
- (2) children who, because of their home and community environment, are subject to language, cultural, economic, and other disadvantages that cause them to be at risk for school failure, including children:

~~(a) (1)~~ Who are eligible for special education services;

(b) ~~(2)~~ Who are English as a second language learners in English medium schools and Hawaiian as second language learners in Hawaiian medium schools;

(c) ~~(3)~~ Who reside within a public school district, established under chapter 302A, that is in need of improvement based on the criteria of the federal No Child Left Behind Act of 2001 (Public Law 107-110), as amended; or

(d) ~~(4)~~ Whose family income is no more than two hundred fifty per cent of the federal poverty level.

"Center-based" describes programs in which early childhood education and care services are provided in a facility, including private preschools, child care centers, and head start programs, licensed, or excluded or exempt from licensing, by the department of human services.

~~["Council" means the early learning council established pursuant to this chapter.]~~

"Family child care program" means a program in which a child is cared for in a family child care home licensed under section 346-161.

"Family-child interaction learning program" means a program attended by both a child and at least one adult who is the child's parent, relative, or other caregiver, that facilitates family-child interactive learning experiences for children and educates the family member or members about how to encourage the child's learning.

"Home-based instruction program" means a family-involvement, school-readiness program that helps families prepare their child for success in school and beyond, and that is based in the child's home; provided that home schooling is not a home-based instruction program.

"Office" means the executive office on early learning established pursuant to this chapter."

SECTION 6. Section 302L-3, Hawaii Revised Statutes, is repealed.

~~["§302L-3 Early learning council. (a)~~

SECTION 7. Section 346-1.7, Hawaii Revised Statutes, is repealed.

SECTION 8. The executive office on early learning established pursuant to section 2 of this Act shall submit a report to the legislature no later than twenty days prior to the convening of the regular session of 2013 on the status of an implementation plan for the development of the early learning system established pursuant to section 302L-2, Hawaii Revised Statutes. The report shall include a timeline of the implementation plan and any projected funding needs, with a focus on targeted four year old

children.

SECTION 9. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2012-2013 to establish the executive office on early learning.

The sum appropriated shall be expended by the department of education for the purposes of this Act.

SECTION 10. The members serving on the early learning council on the effective date of this Act shall serve as the initial members of the early learning advisory board established pursuant to section 2 and shall continue to serve as members of the early learning advisory board until their terms expire.

SECTIONS 11. Sections 302A-1506.5, 302L-2, 302L-4, and 302L-5, Hawaii Revised Statutes, are amended by substituting the term "executive office on early learning" wherever the term "early learning council" appears and by substituting the term "office" whenever the term "council" appears, as the context requires.

SECTION 12. Section 302L-3.5, Hawaii Revised Statutes, is amended by substituting the term "advisory board" wherever the term "council" appears, as the context requires.

SECTION 13. In codifying the new sections added by section 2 of this Act, the revisor of statutes shall substitute appropriate section numbers for the letters used in designating the new sections in this Act.

SECTION 14. Statutory material to be repealed is bracketed and stricken. New statutory material is underscored.

SECTION 15. This Act shall take effect on July 1, 2012; provided that section 3 of this Act shall take effect on July 1, 2014.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 13, 2012 1:32 PM
To: EDNtestimony
Cc: da@ahapunanaleo.org
Subject: Testimony for SB2545 on 3/14/2012 2:00:00 PM

Testimony for EDN/HUS 3/14/2012 2:00:00 PM SB2545

Conference room: 309
Testifier position: Support
Testifier will be present: No
Submitted by: Lenneth M. Pavao Jr.
Organization: Aha Punana Leo, Inc.
E-mail: da@ahapunanaleo.org
Submitted on: 3/13/2012

Comments:
Aloha,

‘O au ke kahu o ka Pūnana Leo o Hilo. Our preschool has been operating since 1985 first, at our Hilo site on Kinoole Street, and currently in Keaau on the Ke Kula O Nawahiokalaniopuu elementary and high school campus. I am also a father of three children who are products of the Punana Leo o Hilo preschool. Your committees on Education and Human Services will be hearing senate bill 2545 on Wednesday, March 14th at 2p. We have submitted amendments to this bill and ask that you support our amendments.

na‘u
Lenneth M. Pavao Jr.



CHILDCARE BUSINESS COALITION

Committed to Quality Education

To: Representative Roy M. Takumi, Chair
Representative Della Au Belatti, Vice Chair
Committee on Education

From: Christina Cox, Liaison
Childcare Business Coalition of Hawaii
808-941-9414 ext. 25 ccox@kcaapreschools.org

The Cole Academy

The Hawaii Baptist
Early Education
Association

KCAA Preschools
of Hawaii

Kama'aina Kids

Rainbow Schools

Seagull Schools

Waianae Coast Early
Childhood Services

Waikiki Community
Center

Liaison:
Christina Cox
(808) 941-9414

Date of Hearing: Wednesday, 3/14/2012 2 p.m. Room 309

RE: SB 2545SD2, Relating to Education

The Childcare Business Coalition of Hawaii serves more than 4,000 children, ages 6 weeks-5 years, in more than 40 preschools on four islands. Approximately 25% of our students are participants in the federally funded Childcare Connection program or the State-funded Preschool Open Doors program. As a group, we account for almost 50% of the students enrolled in private preschools statewide, who participate in the State-funded tuition subsidy programs. As a group, we are committed to providing quality early education and care that is accessible to all children.

The Childcare Business Coalition of Hawaii is in full support of SB2545 SD2. We are encouraged by the legislature's recognition of the importance of early education and its role in preparing children for future school success.

The establishment of the Executive Office on Early Learning will help to ensure that we, as a State, deliver on that promise. In addition, it is critical that the program end date for Junior Kindergarten be changed to July 31, 2014 to enable programs to develop alternative programs for displaced students. We pledge our full support in our efforts to work with the new Early Childhood Coordinator to expand the field's capacity to deliver high quality services to Hawaii's *keiki*.

We ask that the term for all direct service seats on the Advisory Board be for identical periods of time. Presently the center-based representative has a 2-year term, while family child care and family child interaction representatives have 3-year terms. All 3 representatives should have the opportunity to serve for the same length of time. Thank you for the opportunity to testify.

156C Hamakua Drive Kailua, Hawaii 96734



Hearing date:
**Wednesday, Mar
14, 2012; 2:00 pm,**
**House Education &
Human Services
Committees
Room 309**

To: Representative Roy Takumi, Chair
Representative John Mizuno, Chair

From: Elisabeth Chun, Executive Director
Good Beginnings Alliance

Date: Wednesday, March 14, 2012, 2:00 pm
Conference Room 309

Subject: **SB2545 SD2: Education; Early Learning; Appropriation**

The Good Beginnings Alliance is a policy and advocacy organization focused on Hawaii's youngest children and their families. We strive to ensure a nurturing, safe and healthy development for all children from pre-birth to age eight. The following information is provided to help you in your decision-making process:

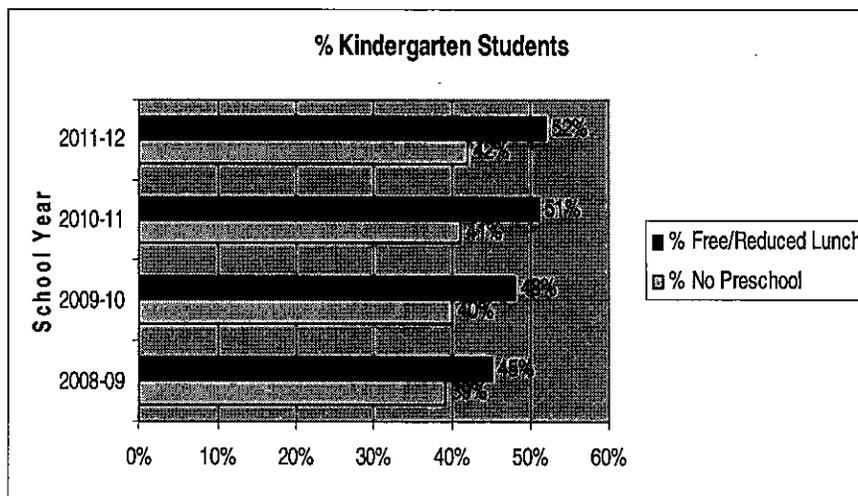
- There are almost **5,900 late-born 5-year-olds** in Junior Kindergarten (JK) or Kindergarten (K) in our public schools this year
- The attached spreadsheet, sorted by school complexes and containing separate tabs for each committee member, shows the late-born numbers, preschool (PS) attendance, free or reduced lunch participation, and third grade reading scores for every elementary school.
 - It also includes separate tabs for school complexes in your individual districts
 - Terminating JK in 2014 would leave many of the **5,900 late-born children without any early learning option.**
 - In the **Pearl City and Aiea Complexes**, there are **371 late-born students**; if this bill is passed into law without a quality replacement program, these 300+ late-born children may not have an early learning option in 2014-2015 school year
- **A replacement 4-year-old program commencing at the start of the 2014-2015 school year will be very important to replace JK.**
- Many states achieved great success in developing a quality early childhood system after establishing an **Executive Office on Early Learning.**
 - This office provides the authority/accountability to convene different stakeholders of an early childhood system and bring a state early childhood plan to fruition.
 - This office needs the funding and mandate to **create an implementation plan with phased-in timeline and projected funding needs for a 4-year-old early learning program.**
 - Other states have also established an **early learning advisory board/council** that advises the Executive Office of Early Learning.

- **Pre-Plus** programs serve as prime locations for inclusion settings where children with special needs learn side-by-side other children.
 - The opportunity to increase the coordination between these settings and the expansion of these learning opportunities for all 4-year old children is great.

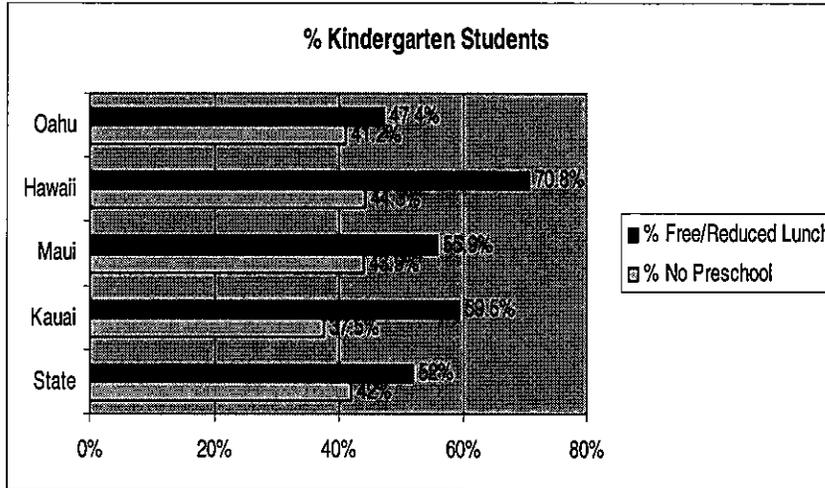
Hawai‘i’s State School Readiness Assessment continues to show us the need for a 4-year old program in Hawai‘i. The 2011 data once again shows the increasing number of children entering kindergarten without first attending preschool as well as the growing number of children who qualify for free and reduced lunch. Specifically, more than **4 out of 10 (42 percent)** of the current kindergarten students in our public schools **did not attend preschool**, an increase from 39 percent in 2008. Additionally, more than 1 out of 2 kindergarten students are from low income families and receiving free or reduced lunch—an increase **from 48% in 2009 to 52% in 2011**. We clearly believe these two figures correlate to our state’s economic challenges, and this awareness heightens the urgency to obtain public and private investments in quality ECE.



HSSRA - State

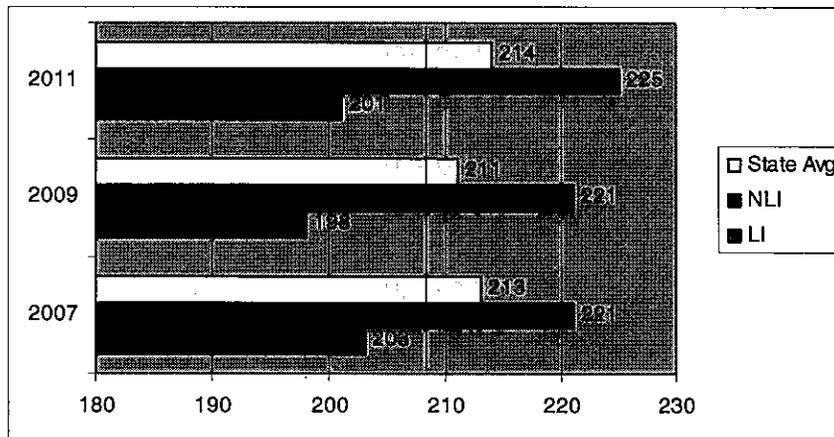


Counties – No PS & Lunch %



We have also charted the National Assessment of Educational Progress (NAEP) reading scores for Hawaii's fourth grade students for the last 3 NAEPs. Nicknamed the "Nation's Report Card," it assesses a random sampling of Hawaii's public school students. In 2011, this equated to about 6,500 students statewide. For the last three NAEPs, Hawaii's overall reading score for fourth grade reading, our low-income students are still scoring well below the Basic Level.

HI NAEP 4th Grd Rdg – Low Income Vs. Non Low Income



Basic Level Score - 208

We urge you to strongly consider the information we have provided as well as the demographic data in the attached spreadsheet. Our young children are entering kindergarten with less

attendance in PS and with increasingly less ability of families to afford PS. Reading scores show that in low income areas - where there is less PS attendance - children are not increasing their ability to read at grade level.

We must recognize that early learning experiences do affect later success of our children now and in the future. Expanding -- not decreasing -- the opportunities for quality early learning is imperative for Hawaii.

Mahalo for your consideration and your support. For more information contact: Good Beginnings Alliance; phone: 531-5502; lchun@goodbeginnings.org

To: Representative Roy Takumi, Chair
Representative Della Au Belatti, Vice Chair

From: Elisabeth Chun, Executive Director
Good Beginnings Alliance

Date: Wednesday, March 14, 2012, 2:00 pm
Conference Room 309

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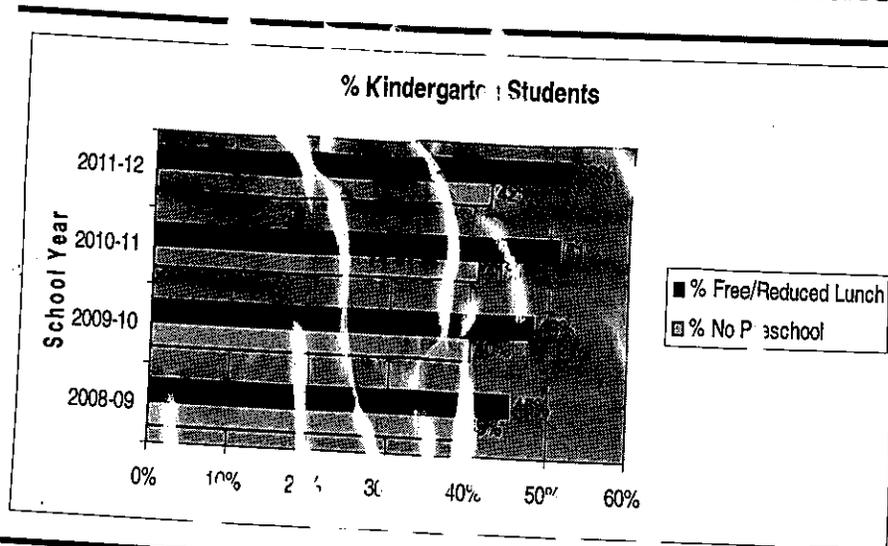
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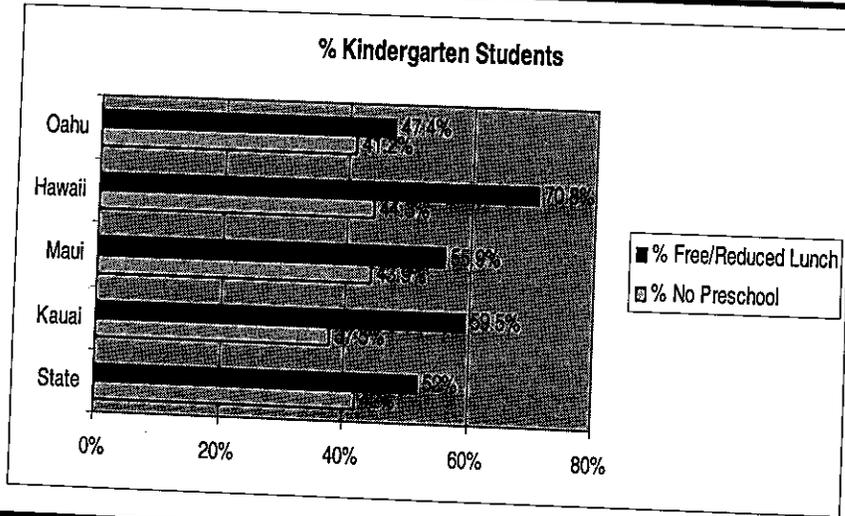
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HSSRA - State

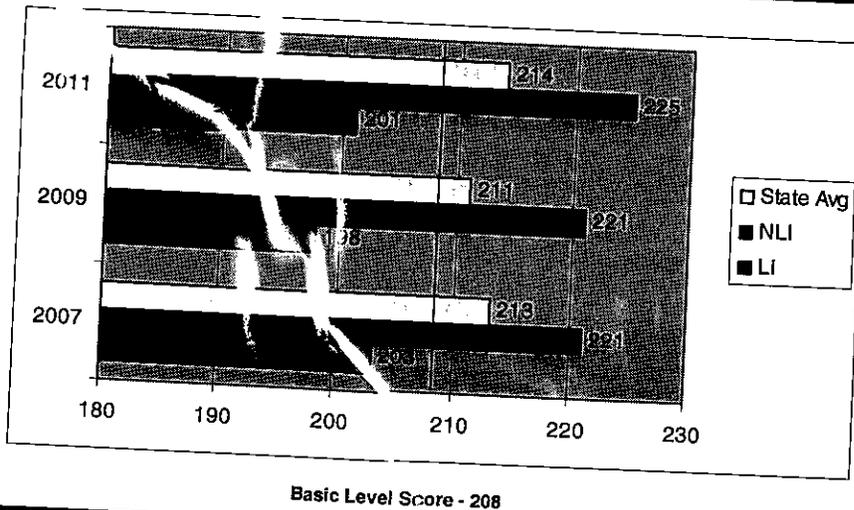


Counties – No PS & Lunch %



We have also charted the National Assessment of Educational Progress (NAEP) reading scores for Hawaii's fourth grade students for the last 3 NAEPs. Nicknamed the "Nation's Report Card," it assesses a random sampling of Hawaii's public school students. In 2011, this equated to about 6,500 students statewide. For the last three NAEPs, Hawaii's overall reading score for fourth grade reading, our low-income students are still scoring well below the Basic Level.

HI NAEP 4th Grade Rdg – Low Income Vs. Non Low Income



We urge you to strongly consider the information we have provided as well as the demographic data in the attached spreadsheet. Our young children are entering kindergarten with less

attendance in PS and with increasingly less ability of families to afford PS. Reading scores show that in low income areas - where there is less PS attendance - children are not increasing their ability to read at grade level.

We must recognize that early learning experiences do affect later success of our children now and in the future. Expanding -- not decreasing -- the opportunities for quality early learning is imperative for Hawaii.

Mahalo for your consideration and your support. For more information contact: Good Beginnings Alliance; phone: 531-5502; Ichun@goodbeginnings.org

HSSRA SY 2011-12								DOE SY 2011-12			
School	Complex	Year	Title 1	% Lunch	% SPED	% ELL	% FS	Date of Birth (Jan 1- Jul 31, 2006)	Date of Birth (Aug 1- Dec 31, 2006)		
Pearl Ridge Elementary	Aiea	2011	FALSE	27.5%	2.2%	6.7%	79.8%	30	58	Pearl Ridge Elementary	82%
Alvah A. Scott Elementary	Aiea	2011	TRUE	48.8%	1.3%	11.3%	51.3%	29	51	Scott Elementary	76%
Waimalu Elementary	Aiea	2011	TRUE	53.1%	8.8%	20.0%	55.0%	37	42	Waimalu Elementary	70%
Aiea Elementary	Aiea	2011	TRUE	75.6%	8.7%	19.6%	28.3%	15	30	Aiea Elementary	53%
Gustave H. Webling Elementary	Aiea	2011	FALSE	31.8%	1.2%	1.2%	84.7%	38	47	Webling Elementary	76%
Wailuku Elementary	Baldwin	2011	TRUE	59.1%	4.5%	20.5%	49.4%	71	103	Wailuku Elementary	53%
Waihee Elementary	Baldwin	2011	TRUE	57.8%	3.6%	12.7%	63.0%	61	106	Waihee Elementary	69%
Holomua Elementary	Campbell	2011	FALSE	31.5%	4.1%	5.1%	53.8%	79	119	Holomua Elementary	68%
Iroquois Point Elementary	Campbell	2011	TRUE	50.8%	4.1%	5.7%	58.5%	51	78	Iroquois Point Elementary	75%
Ewa Beach Elementary	Campbell	2011	TRUE	40.0%	7.3%	8.3%	59.6%	47	62	Ewa Beach Elementary	56%
Kaimiloa Elementary	Campbell	2011	TRUE	60.7%	6.8%	13.6%	46.6%	30	59	Kaimiloa Elementary	62%
Pohakea Elementary	Campbell	2011	TRUE	61.3%	6.5%	9.1%	31.2%	36	44	Pohakea Elementary	70%
Ewa Elementary	Campbell	2011	TRUE	62.9%	3.2%	8.4%	47.1%	60	98	Ewa Elementary	55%
Keoneula Elementary	Campbell	2011	FALSE	21.6%	2.7%	8.0%	65.2%	48	68	Keoneula Elementary	66%
Kaneohe Elementary	Castle	2011	FALSE	36.8%	2.4%	2.4%	78.3%	27	55	Kaneohe Elementary	85%
Kapunahala Elementary	Castle	2011	TRUE	44.8%	2.4%	2.4%	69.4%	34	52	Kapunahala Elementary	80%
Heeia Elementary	Castle	2011	TRUE	59.7%	2.8%	2.8%	77.8%	31	43	Heeia Elementary	78%
Puohala Elementary	Castle	2011	TRUE	68.8%	9.7%	0.0%	77.4%	13	21	Puohala Elementary	57%
Benjamin Parker Elementary	Castle	2011	TRUE	79.6%	6.1%	4.1%	36.7%	17	35	Parker Elementary	74%
Kahaluu Elementary	Castle	2011	TRUE	87.2%	10.6%	2.1%	78.7%	14	36	Kahaluu Elementary	68%
Waiahole Elementary	Castle	2011	TRUE	87.5%	20.0%	0.0%	73.3%	3	13	Waiahole Elementary	0%

Ahuimanu Elementary	Castle	2011	TRUE	44.1%	6.2%	1.5%	89.2%	14	54	Ahuimanu Elementary	54%
Kapalama Elementary	Farrington	2011	TRUE	65.6%	1.5%	7.6%	62.1%	45	87	Kapalama Elementary	57%
Kalihi-waena Elementary	Farrington	2011	TRUE	71.8%	3.7%	29.6%	29.6%	25	53	Kalihi-waena Elementary	39%
Kalihi-kai Elementary	Farrington	2011	TRUE	72.2%	3.5%	47.8%	30.4%	44	67	Kalihi-kai Elementary	48%
Kalihi Elementary	Farrington	2011	TRUE	72.4%	0.0%	53.6%	35.7%	11	17	Kalihi Elementary	49%
Kalihi-uka Elementary	Farrington	2011	TRUE	75.6%	8.7%	10.9%	32.6%	21	25	Kalihi-uka Elementary	73%
Puuhale Elementary	Farrington	2011	TRUE	77.6%	2.1%	18.8%	27.1%	21	28	Puuhale Elementary	58%
Joseph J. Fern Elementary	Farrington	2011	TRUE	79.4%	0.0%	36.4%	37.9%	26	39	Fern Elementary	42%
Kaewai Elementary	Farrington	2011	TRUE	83.3%	0.0%	39.7%	39.7%	24	36	Kaewai Elementary	54%
Linapuni Elementary	Farrington	2011	TRUE	87.3%	3.7%	56.8%	66.7%	27	50	See Fern and Kalihi Waena Schools	
Hana High & Elementary	Hana	2011	TRUE	90.6%	0.0%	9.1%	78.8%	14	19	Hana High & Elementary	59%
Ernest Bowen de Silva Elementary	Hilo	2011	FALSE	36.1%	6.6%	1.6%	91.8%	22	38	de Silva Elementary	88%
Haaheo Elementary	Hilo	2011	TRUE	64.5%	3.2%	6.5%	74.2%	5	23	Haaheo Elementary	77%
Kaumana Elementary	Hilo	2011	TRUE	65.3%	6.1%	6.1%	65.3%	19	31	Kaumana Elementary	68%
Kalaniana'ole Elementary & Intermediate	Hilo	2011	TRUE	73.7%	5.3%	26.3%	26.3%	15	22	Kalaniana'ole Elementary & Intermediate	62%
Hilo Union Elementary	Hilo	2011	TRUE	85.1%	17.3%	10.7%	60.0%	28	45	Hilo Union Elementary	45%
Chiefess Kapiolani Elementary	Hilo	2011	TRUE	87.7%	8.6%	22.4%	53.4%	25	36	Kapiolani Elementary	64%
Keaukaha Elementary	Hilo	2011	TRUE	88.2%	6.0%	2.0%	56.0%	20	30	Keaukaha Elementary	57%
Honokaa Elementary	Honokaa	2011	TRUE	61.5%	1.9%	5.7%	50.9%	22	30	Honokaa Elementary	49%
Paauilo Elementary & Intermediate	Honokaa	2011	TRUE	71.4%	0.0%	14.3%	42.9%	3	11	Paauilo Elementary & Intermediate	55%
Waimea Elementary	Honokaa	2011	TRUE	77.0%	4.0%	19.0%	43.7%	39	88	Waimea Elementary	51%
Kaaawa Elementary	Kahuku	2011	TRUE	28.6%	0.0%	0.0%	76.2%	3	16	Kaaawa Elementary	71%

Sunset Beach Elementary	Kahuku	2011	FALSE	28.7%	6.5%	4.3%	72.0%	26	64	Sunset Beach Elementary	78%
Laie Elementary	Kahuku	2011	TRUE	50.5%	4.5%	6.3%	73.0%	39	72	Laie Elementary	76%
Kahuku Elementary	Kahuku	2011	TRUE	66.7%	10.0%	13.3%	63.3%	35	57	Kahuku Elementary	75%
Hauula Elementary	Kahuku	2011	TRUE	67.3%	5.8%	30.8%	71.2%	13	30	Hauula Elementary	63%
Kaelepulu Elementary	Kailua	2011	FALSE	12.5%	9.4%	3.1%	81.3%	3	27	Kaelepulu Elementary	56%
Maunawili Elementary	Kailua	2011	TRUE	50.0%	7.1%	0.0%	50.0%	22	34	Maunawili Elementary	68%
Keolu Elementary	Kailua	2011	TRUE	62.5%	20.8%	8.3%	45.8%	8	15	Keolu Elementary	69%
Waimanalo Elementary & Intermediate	Kailua	2011	TRUE	78.9%	8.6%	20.7%	62.1%	19	37	Waimanalo Elementary & Intermediate	72%
Blanche Pope Elementary	Kailua	2011	TRUE	80.4%	17.9%	2.6%	74.4%	13	32	Pope Elementary	64%
Enchanted Lake Elementary	Kailua	2011	FALSE	36.8%	10.2%	3.4%	84.1%	35	54	Enchanted Lake Elementary	96%
Aliiolani Elementary	Kaimuki	2011	TRUE	44.1%	9.4%	28.1%	75.0%	9	23	Aliiolani Elementary	86%
King William Lunalilo Elementary	Kaimuki	2011	TRUE	54.2%	1.4%	47.2%	63.9%	33	43	Lunalilo Elementary	66%
Ala Wai Elementary	Kaimuki	2011	TRUE	60.7%	2.4%	48.8%	52.4%	40	43	Ala Wai Elementary	71%
Thomas Jefferson Elementary	Kaimuki	2011	TRUE	64.0%	8.8%	33.8%	38.2%	25	48	Jefferson Elementary	67%
Prince Jonah Kuhio Elementary	Kaimuki	2011	TRUE	75.9%	6.1%	51.2%	41.5%	27	57	Kuhio Elementary	81%
Palolo Elementary	Kaimuki	2011	TRUE	88.6%	6.7%	46.7%	48.9%	18	27	Palolo Elementary	67%
Hokulani Elementary	Kaimuki	2011	FALSE	15.6%	0.0%	26.2%	96.9%	28	37	Hokulani Elementary	94%
Hahaione Elementary	Kaiser	2011	FALSE	5.6%	2.2%	3.4%	93.3%	37	53	Hahaione Elementary	82%
Aina Haina Elementary	Kaiser	2011	FALSE	15.3%	0.9%	7.1%	96.4%	42	75	Aina Haina Elementary	84%
Koko Head Elementary	Kaiser	2011	FALSE	19.0%	1.7%	10.3%	91.4%	22	35	Koko Head Elementary	84%
Kamiloiki Elementary	Kaiser	2011	FALSE	25.3%	6.5%	5.2%	76.6%	22	52	Kamiloiki Elementary	77%
Aikahi Elementary	Kalaheo	2011	FALSE	21.0%	5.8%	2.9%	76.7%	13	91	Aikahi Elementary	82%
Kainalu Elementary	Kalaheo	2011	TRUE	43.0%	7.5%	12.5%	72.5%	31	49	Kainalu Elementary	78%
Kailua Elementary	Kalaheo	2011	TRUE	57.1%	11.1%	14.3%	44.4%	17	45	Kailua Elementary	69%
Mokapu Elementary	Kalaheo	2011	FALSE	33.0%	9.0%	2.4%	56.2%	76	136	Mokapu Elementary	61%

Kahala Elementary	Kalani	2011	FALSE	10.1%	1.3%	21.8%	79.5%	29	50	Kahala Elementary	90%
John H. Wilson Elementary	Kalani	2011	FALSE	15.9%	2.3%	10.2%	95.5%	43	61	Wilson Elementary	77%
Waikiki Elementary	Kalani	2011	TRUE	28.9%	4.0%	49.3%	76.0%	27	49	Waikiki Elementary	93%
King Liholiho Elementary	Kalani	2011	FALSE	29.5%	3.4%	21.6%	67.0%	29	59	Liholiho Elementary	84%
Kilauea Elementary	Kapaa	2011	TRUE	52.5%	2.5%	5.0%	65.0%	12	27	Kilauea Elementary	55%
Kapaa Elementary	Kapaa	2011	TRUE	71.2%	4.9%	9.2%	54.3%	67	116	Kapaa Elementary	50%
Hanalei Elementary	Kapaa	2011	FALSE	46.4%	1.8%	5.4%	67.9%	15	41	Hanalei Elementary	70%
Barbers Point Elementary	Kapolei	2011	TRUE	37.3%	3.2%	8.4%	57.9%	40	63	Barbers Point Elementary	65%
Kapolei Elementary	Kapolei	2011	TRUE	40.1%	3.0%	5.1%	50.5%	72	116	Kapolei Elementary	65%
Mauka Lani Elementary	Kapolei	2011	TRUE	45.4%	2.7%	2.7%	54.9%	57	62	Mauka Lani Elementary	63%
Makakilo Elementary	Kapolei	2011	TRUE	50.0%	6.1%	9.2%	51.0%	45	56	Makakilo Elementary	68%
Kau High & Pahala Elementary	Kau	2011	TRUE	80.0%	0.0%	12.5%	70.8%	6	17	Kau High & Pahala Elementary	56%
Naalehu Elementary & Intermediate	Kau	2011	TRUE	86.8%	1.5%	40.3%	31.3%	21	44	Naalehu Elementary	37%
Koloa Elementary	Kauai	2011	TRUE	48.5%	5.9%	4.4%	67.6%	24	44	Koloa Elementary	71%
King Kaumualii Elementary	Kauai	2011	TRUE	54.5%	5.7%	10.5%	73.3%	39	71	Kaumualii Elementary	50%
Elsie H. Wilcox Elementary	Kauai	2011	TRUE	64.1%	3.9%	7.2%	64.7%	59	96	Wilcox Elementary	52%
Keaau Elementary	Keaau	2011	TRUE	79.1%	5.6%	20.8%	46.4%	52	75	Keaau Elementary	63%
Mountain View Elementary	Keaau	2011	TRUE	87.6%	4.1%	4.9%	21.3%	49	58	Mountain View Elementary	34%
Holualoa Elementary	Kealahou	2011	TRUE	40.2%	2.1%	12.5%	66.7%	31	67	Holualoa Elementary	71%
Waikoloa Elementary and Middle	Kealahou	2011	TRUE	57.9%	7.0%	15.5%	68.3%	40	100	Waikoloa Elementary	63%
Kahakai Elementary	Kealahou	2011	TRUE	69.9%	4.5%	29.5%	54.5%	48	106	Kahakai Elementary	54%
Kealahou Elementary	Kealahou	2011	TRUE	73.2%	6.8%	23.5%	52.0%	83	145	Kealahou Elementary	64%
Kula Elementary	Kekaulike	2011	TRUE	49.4%	7.4%	2.5%	69.1%	23	60	Kula Elementary	80%
Pukalani Elementary	Kekaulike	2011	TRUE	51.1%	7.9%	6.7%	70.8%	25	65	Pukalani Elementary	81%
Haiku Elementary	Kekaulike	2011	TRUE	58.5%	5.4%	6.5%	46.2%	35	55	Haiku Elementary	84%
Makawao Elementary	Kekaulike	2011	TRUE	61.0%	3.9%	6.8%	68.0%	32	71	Makawao Elementary	65%
Paia Elementary	Kekaulike	2011	TRUE	64.8%	0.0%	0.0%	77.5%	26	46	Paia Elementary	81%

Kohala Elementary	Kohala	2011	TRUE	65.3%	2.9%	10.0%	60.0%	31	38	Kohala Elementary	58%
Konawaena Elementary	Konawaena	2011	TRUE	61.9%	3.3%	17.8%	56.7%	36	54	Konawaena Elementary	58%
Ke Kula O Ehunuikaimalino	Konawaena	2011	TRUE	81.8%	0.0%	0.0%	59.1%	8	14	Ehunuikaimalino	94%
Honaunau Elementary	Konawaena	2011	TRUE	88.9%	11.1%	16.7%	58.3%	18	19	Honaunau Elementary	69%
Hookena Elementary	Konawaena	2011	TRUE	94.3%	14.3%	8.6%	57.1%	15	23	Hookena Elementary	43%
Princess Nahienaena Elementary	Lahainaluna	2011	TRUE	43.5%	9.2%	25.4%	27.7%	42	116	Nahienaena Elementary	54%
King Kamehameha III Elementary	Lahainaluna	2011	TRUE	52.2%	3.8%	25.2%	67.3%	43	115	Kamehameha III Elementary	60%
Lanai High & Elementary	Lanai	2011	TRUE	58.3%	7.3%	29.1%	49.1%	24	31	Lanai High & Elementary	40%
Laupahoehoe High & Elementary	Laupahoehoe	2011	TRUE	68.2%	9.1%	9.1%	50.0%	10	12	Laupahoehoe High & Elementary	56%
Iliahi Elementary	Leilehua	2011	TRUE	40.7%	1.2%	2.4%	39.0%	22	63	Iliahi Elementary	78%
Major Sheldon Wheeler Elementary	Leilehua	2011	TRUE	43.3%	8.9%	6.5%	49.7%	48	120	Wheeler Elementary	66%
Samuel K. Solomon Elementary	Leilehua	2011	TRUE	53.6%	8.3%	7.5%	44.0%	78	152	Solomon Elementary	63%
Helemano Elementary	Leilehua	2011	TRUE	67.1%	2.0%	11.2%	41.4%	56	97	Helemano Elementary	80%
Wahiawa Elementary	Leilehua	2011	TRUE	68.5%	5.5%	16.5%	46.8%	46	65	Wahiawa Elementary	63%
Kaala Elementary	Leilehua	2011	TRUE	78.4%	3.5%	22.1%	26.7%	30	57	Kaala Elementary	54%
Hale Kula Elementary	Leilehua	2011	TRUE	42.1%	6.1%	6.1%	57.9%	80	120	Hale Kula Elementary	56%
Pomaikai Elementary School	Maui	2011	FALSE	27.1%	2.9%	5.0%	72.9%	49	90	Pomaikai Elementary	69%
Kamalii Elementary	Maui	2011	FALSE	37.5%	3.1%	12.5%	68.8%	32	90	Kamalii Elementary	71%
Kahului Elementary	Maui	2011	TRUE	63.4%	5.3%	33.2%	41.6%	70	121	Kahului Elementary	63%
Kihei Elementary	Maui	2011	TRUE	63.8%	6.4%	25.0%	40.1%	71	114	Kihei Elementary	67%
Lihikai Elementary	Maui	2011	TRUE	69.1%	3.4%	29.8%	50.0%	72	107	Lihikai Elementary	57%
Queen Kaahumanu Elementary	McKinley	2011	TRUE	54.7%	7.9%	49.5%	45.5%	38	66	Kaahumanu Elementary	44%
Royal	McKinley	2011	TRUE	62.1%	7.0%	31.6%	52.6%	27	31	Royal Elementary	69%
Lanakila Elementary	McKinley	2011	TRUE	70.9%	4.7%	24.4%	61.6%	24	65	Lanakila Elementary	80%

Kauluwela Elementary	McKinley	2011	TRUE	72.9%	6.8%	59.3%	76.3%	26	31	Kauluwela Elementary	65%
Princess Victoria Kaiulani Elementary	McKinley	2011	TRUE	75.0%	5.1%	45.8%	35.6%	27	31	Kaiulani Elementary	48%
Princess Miriam K. Likelike Elementary	McKinley	2011	TRUE	82.8%	6.5%	58.1%	54.8%	17	45	Likelike Elementary	51%
Mililani Ike Elementary	Mililani	2011	FALSE	2.6%	6.5%	2.6%	87.1%	70	83	Mililani Ike Elementary	94%
Mililani Mauka Elementary	Mililani	2011	FALSE	19.0%	4.9%	2.7%	78.6%	67	119	Mililani Mauka Elementary	85%
Mililani Uka Elementary	Mililani	2011	FALSE	25.8%	7.0%	0.0%	69.5%	44	84	Mililani Uka Elementary	83%
Mililani Waena Elementary	Mililani	2011	FALSE	30.7%	2.7%	5.4%	63.4%	43	73	Mililani Waena Elementary	85%
Kipapa Elementary	Mililani	2011	TRUE	47.9%	9.3%	7.6%	51.7%	48	70	Kipapa Elementary	57%
William R. Shafter Elementary	Moanalua	2011	FALSE	8.6%	5.8%	8.7%	79.7%	31	32	Shafter Elementary	84%
Moanalua Elementary	Moanalua	2011	FALSE	18.9%	4.5%	5.6%	94.4%	24	66	Moanalua Elementary	71%
Red Hill Elementary	Moanalua	2011	TRUE	37.0%	11.1%	13.0%	38.9%	14	32	Red Hill Elementary	51%
Salt Lake Elementary	Moanalua	2011	TRUE	47.0%	6.8%	34.1%	49.2%	49	83	Salt Lake Elementary	73%
Kilohana Elementary	Molokai	2011	TRUE	66.7%	6.7%	0.0%	66.7%	5	8	Kilohana Elementary	0%
Kaunakakai Elementary	Molokai	2011	TRUE	75.0%	5.9%	0.0%	91.2%	14	22	Kaunakakai Elementary	61%
Maunaloa Elementary	Molokai	2011	TRUE	75.0%	0.0%	0.0%	50.0%	4	6	Maunaloa Elementary	64%
Nanakuli Elementary	Nanakuli	2011	TRUE	80.9%	17.9%	100.0%	42.9%	29	39	Nanakuli Elementary	54%
Nanaikapono Elementary	Nanakuli	2011	TRUE	89.3%	2.3%	10.5%	46.6%	60	70	Nanaikapono Elementary	28%
Keonepoko Elementary	Pahoa	2011	TRUE	82.5%	7.2%	11.7%	55.0%	40	70	Keonepoko Elementary	64%
Pahoa Elementary	Pahoa	2011	TRUE	92.3%	4.5%	9.1%	54.5%	20	47	Pahoa Elementary	63%
Kanoelani Elementary	Pearl City	2011	TRUE	30.8%	3.8%	6.7%	63.8%	40	64	Kanoelani Elementary	69%
Manana Elementary	Pearl City	2011	TRUE	35.1%	5.4%	8.1%	75.7%	19	55	Manana Elementary	68%
Pearl City Highlands Elementary	Pearl City	2011	FALSE	35.8%	3.0%	9.1%	62.1%	26	41	Pearl City Highlands Elementary	87%

Waiuu Elementary	Pearl City	2011	TRUE	36.5%	3.5%	3.5%	58.8%	35	51	Waiuu Elementary	77%
Palisades Elementary	Pearl City	2011	TRUE	39.0%	7.8%	11.7%	57.1%	25	49	Palisades Elementary	75%
Lehua Elementary	Pearl City	2011	TRUE	39.4%	13.6%	7.6%	53.0%	23	43	Lehua Elementary	74%
Pearl City Elementary	Pearl City	2011	TRUE	49.5%	9.6%	9.6%	48.1%	35	68	Pearl City Elementary	74%
Momilani Elementary	Pearl City	2011	FALSE	20.0%	0.0%	10.0%	83.3%	19	42	Momilani Elementary	87%
Horace Meek Hickam Elementary	Radford	2011	FALSE	10.4%	10.1%	5.1%	63.3%	22	55	Hickam Elementary	88%
Chester W. Nimitz Elementary	Radford	2011	FALSE	17.5%	9.7%	3.9%	64.1%	44	61	Nimitz Elementary	71%
Mokulele Elementary	Radford	2011	FALSE	25.6%	7.8%	2.2%	40.0%	29	59	Mokulele Elementary	69%
Pearl Harbor Kai Elementary	Radford	2011	FALSE	27.5%	6.7%	9.0%	56.2%	37	56	Pearl Harbor Kai Elementary	54%
Aliamanu Elementary	Radford	2011	FALSE	30.2%	6.0%	4.3%	48.7%	50	67	Aliamanu Elementary	59%
Pearl Harbor Elementary	Radford	2011	TRUE	40.7%	6.5%	11.5%	58.3%	53	91	Pearl Harbor Elementary	61%
Makalapa Elementary	Radford	2011	TRUE	45.3%	1.1%	11.6%	57.9%	31	61	Makalapa Elementary	64%
Nuuanu Elementary	Roosevelt	2011	FALSE	9.4%	3.2%	4.8%	74.2%	21	45	Nuuanu Elementary	87%
Manoa Elementary	Roosevelt	2011	FALSE	11.5%	1.1%	16.1%	92.5%	30	64	Manoa Elementary	95%
Noelani Elementary	Roosevelt	2011	FALSE	12.3%	0.0%	25.8%	86.4%	14	51	Noelani Elementary	87%
Maemae Elementary	Roosevelt	2011	FALSE	26.4%	2.8%	1.9%	91.6%	42	65	Maemae Elementary	76%
Pauoa Elementary	Roosevelt	2011	TRUE	56.7%	6.7%	11.7%	75.0%	17	42	Pauoa Elementary	73%
Abraham Lincoln Elementary	Roosevelt	2011	TRUE	65.0%	3.3%	13.3%	41.7%	27	33	Lincoln Elementary	74%
Kula Kaiapuni O Anuenue	Roosevelt	2011	TRUE	69.7%	3.1%	0.0%	73.4%	23	43	Anuenue	55%
Waiakeawaena Elementary	Waiakea	2011	TRUE	49.5%	3.8%	1.0%	81.0%	42	64	Waiakeawaena Elementary	68%
Waiakea Elementary	Waiakea	2011	TRUE	60.6%	1.5%	4.5%	66.7%	61	72	Waiakea Elementary	64%
Waiialua Elementary	Waiialua	2011	TRUE	45.1%	2.2%	7.8%	64.4%	27	61	Waiialua Elementary	91%
Haleiwa Elementary	Waiialua	2011	TRUE	71.4%	10.8%	0.0%	43.2%	12	25	Haleiwa Elementary	88%
Leihoku Elementary	Waianae	2011	TRUE	74.1%	3.5%	3.5%	41.1%	59	83	Leihoku Elementary	64%
Makaha Elementary	Waianae	2011	TRUE	78.0%	2.9%	0.0%	50.0%	48	56	Makaha Elementary	33%
Maili Elementary	Waianae	2011	TRUE	85.6%	5.7%	7.5%	45.3%	61	101	Maili Elementary	50%
Waianae Elementary	Waianae	2011	TRUE	86.3%	6.2%	7.4%	27.2%	26	53	Waianae Elementary	26%
Eleele Elementary	Waimea	2011	TRUE	47.2%	6.9%	8.3%	48.6%	24	47	Eleele Elementary	69%

Kalaheo Elementary	Waimea	2011	TRUE	52.7%	3.8%	1.9%	72.1%	51	52	Kalaheo Elementary	71%
Kekaha Elementary	Waimea	2011	TRUE	76.4%	4.1%	13.5%	52.7%	29	45	Kekaha Elementary	44%
Kaleiopuu Elementary	Waipahu	2011	TRUE	35.7%	2.9%	7.2%	45.3%	48	91	Kaleiopuu Elementary	64%
Waikele Elementary	Waipahu	2011	FALSE	41.4%	6.6%	15.4%	52.7%	39	52	Waikele Elementary	59%
August Ahrens Elementary	Waipahu	2011	TRUE	54.0%	3.8%	14.5%	41.4%	67	120	August Ahrens Elementary	53%
Honowai Elementary	Waipahu	2011	TRUE	67.3%	8.5%	20.8%	37.7%	48	59	Honowai Elementary	52%
Waipahu Elementary	Waipahu	2011	TRUE	81.1%	1.5%	54.0%	14.6%	48	86	Waipahu Elementary	44%
Total		2011	77%	52.0%	5.0%	14.0%	58.0%	5883	10185		66%

TESTIMONY TO THE TWENTY-SIXTH STATE LEGISLATURE, 2012 SESSION

TO: House Committees on Education and Human Services

FROM: Jed Gaines, President, Read Aloud America, Inc.

Telephone: (808) 531-1985

RE: Senate Bill 2545, SD2 (SSCR2612)

Relating to Education - Establishes the executive office on early learning.

HEARING: Wednesday, March 14, 2012, 2:00 PM,

Conference Room 309, State Capitol

Honorable Members of the Committees:

As President of Read Aloud America, Inc., I respectfully urge you to support Senate Bill 2545 with its related amendments.

Read Aloud America is a Hawaii program that has been providing services to schools in Hawaii for many years, and has served the needs of more than a quarter of a million parents and children of all ages here.

In Hawaii where more than 93% of all parents work while trying to raise healthy families, quality early childhood education programs are vitally important to starting children on a path to success in life. Literacy research has repeatedly shown that formal early education programs significantly increase the likelihood of developing early reading skills, and enjoyment of reading and learning.

An Executive Office on Early Learning would more effectively bring the early education stakeholders together to find the necessary funding, develop the goals and objectives, and help best define the parameters of a healthy early education system in Hawaii. Many other states on the mainland have already developed their own Executive Office on Early Education and report consistent successes as a result.

Of important consideration is also that without an Executive Office on Early Learning, we risk losing out on millions and millions of dollars in Race to the Top - Early Learning Challenge funding.

To apply for these grants, the Departments of Education and Health and Human Services has asked states to create plans for early education programs that would give children from low-income families the strong foundation they need to be successful once they start school. The grants support states as they "work toward closing the school readiness gap and developing new approaches to raising the bar across early learning programs, including Head Start, public pre-K, childcare, and private preschools."

Hawaii stakeholders collaborating through the Executive Office on Early Learning will work toward creating standards, improving training and support for teachers and educators, and building evaluation systems into their early learning programs. This is a concept that is overdue and significantly needed in Hawaii to better serve the needs of our youngest citizens.

On behalf of the many schools, and the thousands of parents and children we serve, we respectfully ask for your kokua in supporting Senate Bill 2545 with its proposed amendments.

Jed Gaines

President, Read Aloud America, Inc.

Committees on Education and Human Services
Hearing on Wednesday, March 14, 2012
2:00 p.m.
Conference Room 309

Testimony on SB 2545 SD2, Relating to Education

Rep. Roy Takumi, Chair
Committee on Education
Rep. John Mizuno, Chair
Committee on Human Services

I am Josepha Munez, a parent in the Farrington Complex. Our parent group, United Friends and Parents for Education, support the intent of SB 2545 SD2 to establish the executive office of early learning. We want to request that there be more parent voice on the early learning advisory board. We also request that funds be allocated to establish an early learning program for the children who will not be able attend junior kindergarten.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, March 13, 2012 1:10 PM
To: EDNtestimony
Cc: pua.kona@gmail.com
Subject: Testimony for SB2545 on 3/14/2012 2:00:00 PM

Testimony for EDN/HUS 3/14/2012 2:00:00 PM SB2545

Conference room: 309
Testifier position:
Testifier will be present: No
Submitted by: Zaneta Shintani
Organization: Individual
E-mail: pua.kona@gmail.com
Submitted on: 3/13/2012

Comments:
Aloha,

I am writing in support of SB2545 with ammendments as submitted by the 'Aha Pūnana Leo which addresses the education of our keiki through the medium of the Hawaiian language, one of the two official languages of the state.

belatti2 - Kate

From: Roma Johnson [RomaJ@hawaii.rr.com]
Sent: Monday, March 12, 2012 10:45 AM
To: EDNtestimony
Subject: SB2545SD2

I am writing in favor of establishing an executive office on early learning. We know that the early years last forever, and we MUST support programs that provide early learning opportunities for Hawaii's youngest citizens. Please support this bill.

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

House Committee on Education
Representative Roy Takumi, Chair
Representative Della Au Belatti, Vice Chair

House Committee on Human Services
Representative John Mizuno, Chair
Representative Jo Jordan, Vice Chair

March 13, 2012

Dear Chairs Takumi and Mizuno, Vice Chairs Belatti and Jordan, and Committee Members:

This testimony is submitted in conditional support for SB2545 SD2.

The Hui for Excellence in Education (HE'E) is a diverse coalition of over 30 parent and community organizations dedicated to improving student achievement by increasing family and community engagement and partnerships in our schools. Our member list is attached.

Since 1943, all children who turn 5 years of age during a calendar year have been eligible to attend kindergarten. This bill would end this entitlement for a public education for our "late-born" children (turn 5 years of age between August 1 and December 31) that has been in existence for the last 69 years.

We understand that this bill directs the Executive Office on Early Learning to submit an implementation plan and projected funding needs for an early learning system focused on targeted 4-year-old children. We believe this is the right direction for creating an early learning system for Hawaii's keiki.

However, we prefer that Junior Kindergarten (JK) not be terminated without a guarantee in law that all "late-born" impacted students will have a state-funded early learning program as a replacement to meet their educational needs.

We also recommend the development and implementation of an outreach program to preschools, families of late-born children (turn 3 years of age between August 1 and December 31 in 2012) to explain the intent of this legislation and help parents prepare for the proposed ending of JK in 2013. Many parents are not aware of the proposals in this bill nor can predict the will of the 2013 Legislature in funding a replacement early learning

program for their children. Thus, these parents will have to decide on one of the following options now:

- Pay for an extra year of preschool (PS), family child care, or other option for SY2014-2015 if the 2013 Legislature does not provide a fully funded early learning program for their children.
- Make the hard decision to not enroll their "late-born" child in PS in the 2012-13 school year because they could be potentially paying for three years of PS
- Forego PS completely and wait until the child is nearly 6 to enter Kindergarten to start his or her formal early learning.

Thank you for the opportunity to testify and for your consideration.

Our support of this bill represents a 75% consensus or more of our membership.

Sincerely,

Cheri Nakamura
HE'E Coalition Director



*Academy 21
After-School All-Stars Hawaii
*Castle Complex Community Council
Center for Civic Education
*DOE Windward District
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
*Good Beginnings Alliance
Harold K.L. Castle Foundation
Hawai'i Athletic League of Scholars
*Hawai'i Charter School Network
*Hawai'i Education Matters
*Hawai'i Nutrition and Physical Activity Coalition
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
It's All About Kids
*INPEACE
Joint Venture Education Forum
Kamehameha Schools
*Kanu Hawai'i
Kupu A'e
*Leaders for the Next Generation
McREL's Pacific Center for Changing the Odds
*Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i
Punahou School PUEO Program
The Learning Coalition
US PACOM
University of Hawai'i College of Education
Voting Members (*)