## U.S. Department of Education

Washington, D.C. 20202-5335



# APPLICATION FOR GRANTS UNDER THE

**Preschool Development Grants - Development** 

CFDA # 84.419A

PR/Award # \$419A150005

Gramts.gov Tracking#; GRANT11757763

OMB No. 1810-0717, Expiration Date: 02/28/2015

Closing Date: Oct 14, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

OMB Number: 4040-0004 Expiration Date: 8/31/2016

Application for Federal Assistance SF-424									
' 1. Type of Submis	sion:	1 2. Typ	oe of Application:	* If Revis	sion, select appropri	iate letter(s):			
Preapplication	n	⊠N	ew						
Application			ontinuation	Other (	Specify):				
—	rected Application	☐ R	evision						
3. Date Received:		4. Appl	icant Identifier:				_		
10/10/2014									
5a. Federal Entity lo	dentifier:			5b. F	ederal Award Iden	itifier:			
State Use Only:									
6. Date Received by	y State:		7. State Application	Identifie	r:				
8. APPLICANT INF	FORMATION:		•						
* a. Legal Name:	Charter School	Admini	strative Office	;					
* b. Employer/Taxpa	ayer. Identification Nur	mber (Ell	N/TIN):	- c. C	Organizational DUN	<b>1</b> S:			
80-0119604				6219	5448500000				
d. Address:									
* Street1:	1111 Bishop S	treet,	Suite 516						7
Street2:									Í
* City:	Honolulu								_
County/Parish:									
' State:	El: Hawaii								
Province:									
* Country:	USA: UNITED STATES								
* Zip / Postal Code: 96813-2811									
e. Organizational Unit:									
Department Name:				Divisi	ion Name:				
f. Name and contact information of person to be contacted on matters involving this application:									
	act information of p	erson to			ivolving this app	ilcation:			
Prefix:	•		* First Nam	e: <sub>T</sub>	om			 	
Middle Name:									
Last Name: Eutton									
Suffix:									
Title: Executive Director									
Organizational Affiliation:									
* Telephone Number: 808-586-3775 Fax Number:									
*Email:  Lominut	.Lon@spcsc.nawa	ii.gov							

PR/Award # S419A150005

Application for Federal Assistance SF-424
Application for rederal Assistance 3r-424
* 9. Type of Applicant 1: Select Applicant Type:
A: State Government
Type of Applicant 2: Select Applicant Type:
Type of Applicant 3: Select Applicant Type:
* Other, (specify):
* 10. Name of Federal Agency:
U.S. Department of Education
11. Catalog of Federal Domestic Assistance Number:
S4.419
CFDA Title:
Preschool Development Grants
* 12. Funding Opportunity Number:
ED-GRANTS-081814-001
* Title:
Office of Elementary, and Secondary Education (OESE): Preschool Development Grants: Development Grants: CFDA Number 84.419A
Grant's Crow Number 54.415W
42 Compatition Identification Numbers
13. Competition Identification Number:    84   419A2015   1
Title:
14. Areas Affected by Project (Cities, Counties, States, etc.):
Add Attachment
* 15. Descriptive Title of Applicant's Project:
Hawaii State Charter School Preschool Development
Attach supporting documents as specified in agency instructions.
Add Attachments
1

Application for Federal Assistance SF-424				
16. Congressional Districts Of:				
*a. Applicant III-all *b. Program/Project III-002				
Attach an additional list of Program/Project Congressional Districts if needed.				
Add Attachment				
17. Proposed Project:				
*a. Start Date: 01/01/2015				
18. Estimated Funding (\$):				
* a. Federal 14,881,368.00				
* b. Applicant (b)(4)				
* c. State				
*d. Local				
* e. Other				
* f. Program Income				
* g. TOTAL				
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?				
a. This application was made available to the State under the Executive Order 12372 Process for review on				
b. Program is subject to E.O. 12372 but has not been selected by the State for review.				
⊠ c. Program is not covered by E.O. 12372.				
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)				
☐ Yes				
If "Yes", provide explanation and attach				
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)  *** I AGREE  *** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.				
Authorized Representative:				
Prefix: First Name: Beth				
Middle Name:				
*Last Name: Bulgeron				
Suffix:				
*Title: Academic Performance Manager				
* Telephone Number: 808-586-3778 Fax Number:				
*Email: peth.pulgeron@spcsc.hawaii.gov				
* Signature of Authorized Representative: Beth Bulgeron *, Date, Signed: 10/10/2014				

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OMB Number: 4040-0007 Expiration Date: 06/30/2014

#### ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

#### PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE:

Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

- 1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
- 2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation

- Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age: (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- 7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
- 8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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- 9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
- 10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

- 13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
- Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
- 19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Beth Bulgeron	Academic Performance Manager
APPLICANT ORGANIZATION	DATE SUBMITTED
Charter School Administrative Office	10/10/2014

Standard Form 424B (Rev. 7-97) Back

## **DISCLOSURE OF LOBBYING ACTIVITIES**

Approved by OMB 0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

1. * Type of Federal Action:	2. * Status of Fed	deral Action:	3. * Repor	rt Type:
a. contract	a. bid/offer/app	plication	a. ini	tial filing
b, grant	b. initial award	l	b. m.	aterial change
c. cooperative agreement	c. post-award			
d. loan				
e. loan guarantee				
f. loan insurance				
4. Name and Address of Reporting	Entity:			
*Name not, applicable		$\neg$		
*Street 1 not applicable		Street 2		
*Coty not applicable	State			Zip
Congressional District, if known:				
6. * Federal Department/Agency:		7. * Federal Progr	am Name/E	escription:
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8. Federal Action Number, if known:		9. Award Amount	, it known:	
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^ City	State			Zip
b. Individual Performing Services (inclu	ding address if different from	No. 10a)		
Profix First Name contapplica		Middle Name		
*Last Name	, -	Suffix		
not applicable		Sumx		
* Street 1		Street 2		
* City	State			Zip
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact, upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to				
reliance was placed by the tier above when the transa- the Congress semi-annually and will be available for p \$10,000 and not more than \$100,000 for each such fa	ction was made or entered int ublic inspection. Any person	o. This disclosure is required purs	uant to 31 U.S.C.	1352. This information will be reported to
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OMB Number: 1894-0005 Expiration Date: 03/31/2017

#### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

#### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers. need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

## What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

#### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

## Optional - You may attach 1 file to this page.

Section, 427, of, GEPA.pdf Delete Attachment View Attachment

### Section 427 of the Department of Education's General Education Provisions Act (GEPA)

The Hawaii State Public Charter School Commission (Commission) and all of the individual charter schools identified in this grant application are committed to meeting the requirements of Section 427 of the Department of Education's General Education Provisions Act (GEPA).

All of the Charter Schools identified in this grant application are required explicitly by their charter contracts with the Commission to comply with the following provisions:

Education of Students with Disabilities. The Hawaii State Department of Education (HIDOE) is the State of Hawaii's "state education agency" (SEA) and "local education agency" (LEA) for purposes of compliance with the Individuals with Disabilities Education Act (IDEA). All public schools, including charter schools, are part of and fall under the LEA. As such, each school shall comply with all applicable federal and State laws, rules, policies, procedures, and directives regarding the education of students with disabilities, including but not limited to Ch. 8-60, Hawaii Administrative Rules (HAR).

The Commission shall collaborate with HIDOE to develop guidelines related to the provision of special education services and resources to each charter school.

HIDOE is statutorily responsible for the provision of a free appropriate public education. If the school enrolls special education students or identifies one of its students as eligible for special education, the school shall be responsible for ensuring the educational and related services that are required by a student's individualized education program (IEP) pursuant to Section 302D-30, Hawaii Revised Statutes.

The programs and services for the student shall be determined collaboratively by the student's IEP team, which includes the student's parents or legal guardian.

Section 504 and ADAAA. Each school shall comply with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act Amendments Act and all related HIDOE rules, policies, and procedures in its general curriculum, including but not limited to implementation of any formal Section 504 plan that has been developed for a student, all as may be amended from time to time. HIDOE may provide training, consultation, and advice to each

school as needed with regard to Section 504 compliance, including legal interpretations, recommendations for intervention strategies, and assistance in conducting Section 504 plan and review meetings.

English Language Learners. Each school shall provide services to students who are English Language Learners in compliance with all applicable federal and State laws, regulations, rules, court orders, policies, procedures, and guidance, all as may be amended from time to time, to ensure linguistic accessibility to the school's educational program. The Commission shall provide each school with technical assistance similar to those services received by other public schools. Each school shall also assist Immigrant Children and Youth, as defined in Section 3301(6), Title III, Elementary and Secondary Education Act, as the same may be amended from time to time, in meeting the State academic content and student academic achievement standards that all public school students are expected to meet.

#### Student Admission, Enrollment, Withdrawal, & Dismissal.

Non-Discrimination. Each school shall make all student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language.

Admissions. Each school shall comply with its admission policies and procedures as approved by the Commission. If the number of applicants exceeds the School's capacity of a program, class, grade level, or building, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public; provided that if the School is a conversion charter school serving as the home school for the HIDOE district, then the School shall follow 302D-34(c), HRS. These policies and procedures shall be readily accessible from the School's website, as required by contract.

Additionally, as described in Section D of this grant application, all of the Charter Schools identified as participants already are working to address the most underserved and high-needs population of students. This grant in many cases enables them to provide a high-quality early childhood education program to their underserved communities.

All of the Charter Schools involved are committed to developing and implementing culturally and linguistically responsive family engagement strategies/plans; comprehensive services to include screenings for hearing, vision, dental, health (including mental health) and development; as well as referrals and assistance obtaining services, and when appropriate, nutrition services; and services coordinated with HIDOE and early intervention providers.

This affirmative commitment by all Charter Schools involved will directly address the existing barriers to equitable access to and participation in federally-assisted programs to prospective students, teachers, and other program beneficiaries with special needs.

#### CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,00 of and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Charter School Administrative Office	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: * First Name: Betth	Middle Name:
* Last Name: Bullgaron	Suffix:
* Title: Academic Performance Manager	
* SIGNATURE: Reth. No. geron * I	DATE: 10/10/2014

PR/Award # S419A150005 Page e13

#### **Abstract**

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that
  provides a compelling rationale for this study)
- · Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

## You may now Close the Form

You have attached 1 file to this page, no more files may be added.	To add a different file,
you must first delete the existing file.	

	* Attachment: Hawaii Abstract.pdf		Delete Attachment	View Attachment
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#### Abstract

In recent years, Hawaii has made grade strides in creating an early childhood system, including establishing in statute the Executive Office on Early Learning (EOEL) and its advisory board, the Early Learning Advisory Board (ELAB). During the 2014 State legislative session, in general funds were allocated to create Hawaii's first state-funded prekindergarten program. However, public charter schools were not included in the first round of state funding.

This Developmental Preschool Grant application is requesting \$14,881,368 in funds to create 18 new preschool classrooms in charter schools which will serve a total of 920 children over four years. Hawaii charter schools are publicly-funded schools that are operated and managed by independent governing boards. While all of Hawaii's charter schools have a Hawaiian culture component, many are Native Hawaiian culture focused or Native Hawaiian language immersion schools committed to providing a high quality education program in the context of the language, history, and practices of the indigenous Hawaiian culture.

In order to ensure quality, the University of Hawaii (UH) will provide individual teacher coaching to each of the classrooms, reliable and valid program assessments, and professional development opportunities on a variety of topics, including Hawaii Early Learning and Development Standards, formative assessments, and developmental screenings.

All charter school preschool classrooms will be expected to have a highly qualified teacher and an educational assistant to support the student-teacher ratio of 10 to 1; to have class sizes that do not exceed 20 students; to implement family engagement activities; to provide supports for children with disabilities; and to use child level data, including developmental screenings and formative assessments, to make curricula decisions. All of these activities will help ensure that more children are ready to enter kindergarten.

This application is submitted with the support of a broad group of stakeholders, including ELAB, Hawaii State Departments, the Hawaii State Teachers Association (HSTA), the business community, and early childhood providers and philanthropists.

## **Project Narrative File(s)**

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## A. Executive Summary (10 points).

The extent to which the State includes an ambitious and achievable plan for expanding access to High-Quality Preschool Programs that clearly articulates how the plans proposed under each criterion in this section, when taken together, will--

- (1) Build on the State's progress to date as demonstrated in selection criterion (B);
- (2) Provide voluntary, High-Quality Preschool Programs for Eligible Children through subgrants to each Subgrantee in one or more High-Need Communities;
- (3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new, and the improvement of existing State Preschool Program slots, as applicable;
- (4) Have all the characteristics specified in the definition of High-Quality Preschool Programs;
  - (5) Set expectations for the school readiness of children upon kindergarten entry;
- (6) Be supported by a broad group of stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils; and
  - (7) Allocate funds between--
- (a) Activities to build or enhance State Preschool Program infrastructure using no more than 35 percent of its Federal grant funds received over the grant period on State-level infrastructure including, but not limited to, monitoring and evaluation and other quality-enhancing activities that improve the delivery of High-Quality Preschool Programs to Eligible Children; and
- (b) Subgrants to Early Learning Providers to implement voluntary, High-Quality Preschool Programs for Eligible Children in one or more High-Need Communities, including how it will-
- (i) Provide High-Quality Preschool Programs to Eligible Children no later than the end of year two of the grant period;
- (ii) Subgrant at least 65 percent of its Federal grant funds to its Subgrantee or Subgrantees over the grant period; and
- (iii) Support each Subgrantee in culturally and linguistically appropriate outreach and communication efforts in order to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs.

#### Evidence for selection criterion ( $\Lambda$ ):

- (A)(3) and (A)(7) Information contained in Table A for the number of Eligible Children to be served each year of the grant and the number and percentage of State Preschool Program slots. (See Table A in the Excel Spreadsheets)
- (A)(4) Documentation of the structural elements in the definition of High-Quality. Preschool Program.
- (A)(5) Set of expectations for school readiness.
- (A)(6) Letters of support from stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils.
- Any other supporting evidence the State believes will be helpful to peer reviewers.

#### A. Executive Summary

Over recent years, Hawaii has made grade strides in creating an early childhood system. This Preschool Development grant application is requesting \$14,881,368 in funds to increase opportunities for more families to participate in the early childhood system by expanding access to high-quality preschool programs. The community that we have identified in this application that is ready to serve the most at-risk children and most in-need of preschool opportunities is Hawaii's public charter schools.

A.(1) Building upon the State's progress. Act 178 (2012) established the Executive Office on Early Learning (EOEL), which is charged with creating a comprehensive early childhood development and learning system for Hawaii's children, prenatal to age five. Act 178 also established the Early Learning Advisory Board (ELAB) to replace the Early Learning Council, as an advisory body to EOEL. During the 2014 State legislative session, (b)(4) in general funds were allocated to create Hawaii's first state-funded prekindergarten program. However, public charter schools were not included in this first round of state funding. This grant will support the creation of 18 new preschool classrooms on charter school campuses throughout the State.

A.(2) High-Quality Preschools for High-Need communities. Hawaii has 34 public charter schools serving approximately 11,000 students across five of the Hawaiian Islands. Hawaii public charter schools were founded on a profound respect for the native culture, people, and environment; and they value children and youth's inherent qualities of curiosity, diverse strengths and abilities, and their capacity to care and contribute. If awarded this grant, Hawaii will subgrant 71% of its federal grant award over the grant period to selected charter schools that will serve as subgrantees to implement and sustain voluntary, high-quality preschool programs in their high-need community.

Currently, 18 public charter schools have been identified to participate in the Preschool Development Grant. With three exceptions, these public schools are not the designated "home schools" for students in a particular geographic area and, therefore, typically serve students who

live outside their neighborhoods beyond the geographic boundaries of the Hawaii State Department of Education's (HIDOE) complexes.

A. (3) Creation of new and improvement of existing preschools. Hawaii has made great strides in early childhood education, particularly in the last few years. However, only 56% of Hawaii's four-year-olds attend a program that will prepare them for kindergarten. More startling, this number of children is negatively correlated to a family's income level.

The Charter School Preschool Program will increase the number and percentage of eligible preschool children served in public charter schools. The funds that were allocated by the State Legislature last year did not include state funding for charter school preschools. During the first year of the Preschool Development Grant, the 2015-16 school year, an estimated 80 children in four of charter schools will be served in the preschool classrooms. An additional 40 children will be served with the addition of two new classrooms in the 2016-17 school year. In Year 3, a total of 18 new preschool classrooms will operate with 360 children. This number will continue into Year 4. (See attached Table A) Over the course of the four-year grant, a potential 920 children will be served in the public charter school preschool classrooms.

A.(4) High-Quality Preschool Programs. The Charter School Preschool Program will be supported by the subgrantee University of Hawaii (UH), which will create opportunities for the charter schools to gain and enhance their knowledge so they can implement high-quality preschool classrooms that are aligned with their kindergarten through 3<sup>rd</sup> grade classrooms. (See Appendix 1, High Quality Preschool Program Standards, on p. 3) UH will provide individual teacher coaching to each of the classrooms, reliable and valid program assessments, and professional development opportunities on a variety of topics including, Hawaii Early Learning and Development Standards, formative assessments, developmental screenings. All of the charter school preschool classrooms will be expected to have a highly qualified teacher and an educational assistant to support the student-teacher ratio of 10 to 1; to have class sizes that do not exceed 20 students; to implement family engagement activities; to provide supports for children with disabilities; and to use child level data, including developmental screenings and formative assessments, to make curricula decisions.

A.(5) School readiness. Hawaii's primary goal is that children who enter kindergarten will be prepared, having successful learning experiences resulting from positive interactions among the child's developmental characteristics, school practices, and family and community support. (See Appendix 2, Act 13, p. 4) In addition, Hawaii has been piloting Teaching Strategies GOLD (TS GOLD) and will continue to use it as a formative tool in the charter school preschool classrooms and in the kindergarten classrooms. The expectation is that 90% of the children entering kindergarten meet or exceed the developmental level in five domains of child development for their age group. In addition, children who are identified as having a developmental delay will receive the appropriate follow-up care and services.

A.(6) Stakeholder support. This application is supported by a broad group of stakeholders, including EOEL and the ELAB, which is its advisory board and serves as the early learning council. Attached are letters of support include those from early learning intermediary organizations; Congressional, State and County leaders; educational and comprehensive health partners; foundations; a post-secondary institution, Native Hawaiian focused trusts and organizations; a business organization; and union. (See Appendix 3, Letters Of Support, p. 6)

### A.(7) Allocation of funds. Allocate funds between--

- (a) Build and enhance High-Quality Preschool infrastructure. Only 29% of the Preschool Development Grant funds will be used for creating an infrastructure. This infrastructure includes individual coaching for the teachers, leadership building for the charter schools' Principals and Board members, and assessment of the degree to which the classrooms are meeting high-quality indicators.
- (b) Provide High-Quality Preschool. 18 public charter schools will implement voluntary, high-quality preschool programs that meet the income eligible guidelines.
  - (i) Services to begin before end of year two. Four classrooms will begin in the first year of the Preschool Development Grant.

- (ii) 71% of federal funds to Subgrantees. Over 96% of the Preschool Development Grant will be distributed to subgrantees University of Hawaii (UH) and 18 individual public charter schools.
- (iii) Culturally and linguistically appropriate outreach. Hawaii charter schools are publicly-funded schools that are operated and managed by independent governing boards. Charter schools were designed to offer more flexibility and autonomy than regular public schools in order to launch and/or develop innovative programs that can ultimately serve the public educational system as a whole. While all 34 charter schools have a Hawaiian culture component, many are Native Hawaiian culture focused or Native Hawaiian language immersion schools committed to providing a high quality education program in the context of the language, history, and practices of the indigenous Hawaiian culture.

### Evidence for selection criterion (A):

Appendix 1, High Quality Preschool Program Standards, p.3

Appendix 2, Act 13, p. 4

Appendix 3, Letters of Support, p.5

Table A

## B. Commitment to High-Quality Preschool Programs (20 points).

The extent to which the State demonstrates its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool Programs for Eligible Children and their families, as evidenced by—

- (1) State Early Learning and Development Standards (2 points);
- (2) The State's financial investment, if any, and the estimated number and percentage of children, including, if known, the estimated number and percentage of Eligible Children, served in State Preschool Programs over the last four years (6 points);
- (3) Enacted and pending legislation, policies, or practices that demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children (4 points);
- (4) The quality of existing early learning programs that receive State funding, including State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program; compliance with Program Standards; and support for program monitoring and improvement, which may be accomplished through the use of a TQRIS (4 points);
- (5) The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children, including, if applicable, programs and services supported by title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act (42 U.S.C. 9831 et seq.), and the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.) (2 points); and
- (6) The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors that support the early learning and development of children, including child health, mental health, family support, nutrition, child welfare, and adult education and training sectors (2 points).

## Evidence for selection criterion (B):

- (B)(1) Executive summary or brief description of the State's Early Learning and Development Standards, including how the definition is met.
- (B)(2) Completed Table B that describes the State's financial investment and number of children served in State Preschool Programs (See Table B in the Excel spreadsheets).
- (B)(3) Evidence of enacted and pending legislation, policies, or practices.
- Any other supporting evidence the State believes will be helpful to peer reviewers.

## B. Hawaii's Commitment to High-Quality Preschool Programs

Hawaii has had a long history of supporting young children and their families that is evidenced through legislation, implementation of policies and procedures within State Departments, ongoing commitment to quality, and the creation of the Executive Office on Early Learning (EOEL) and Early Learning Advisory Board (ELAB). More recently, this was evidenced by the creation of learning and program standards and the State's recent investment in its first Statefunded prekindergarten program.

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B. (1) Hawaii's Early Learning and Development Standards. In 2011, Hawaii released its Early Learning Standards. (See Appendix 4, HELDS Press Release, p. 66) These standards were revised in 2012 and statewide focus groups were conducted. This resulted in the creation of the *Hawaii Early Learning and Development Standards* (HELDS), a set of research-based standards that identify expectations of knowledge and behavior for children through a chronological continuum. The HELDS were endorsed by ELAB and Governor Neil Abercrombie in October 2012.

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HELDS covers all five areas of child development, based on the national model (organized according to National Education Goals Panel framework recommendations). The five domains are: Physical Well-Being, Health and Motor Development; Social and Emotional Development; Approaches to Learning; Cognition and General Knowledge (Mathematics and Numeracy, Science, Social Studies, Creative Arts); and English Language Arts and Literacy. HELDS spans five age groups: Infants (children from birth to 12 months old); Younger Toddlers (children 12 to24 months old); Older Toddlers (children 24 to36 months); three-year-olds (children 36 to 48 months old); and four-year-olds (children 48 months to kindergarten entry).

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HELDS are vertically aligned with three sets of learning standards for kindergarten children currently being implemented in the Hawaii Department of Education (HIDOE):

• The Common Core State Standards for English Language Arts and Literacy and Mathematics:

- The Hawaii Content and Performance Standards III in seven content areas (Social Studies, Science, Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education); and
- General Learner Outcomes that have indicators which identify student effort, work habits, and behavior.

HELDS do not prescribe specific teaching practices or materials, as they were designed for all children, regardless of their enrollment in a specific program setting. Guidance is being developed by various stakeholders to create age-specific and possibly setting-specific implementation strategies and guides that identify resources and curriculum ideas and activities. Some training has already been conducted for educators by the University of Hawaii (UH)'s Hawaii P-20 Partnership in Education (Hawaii P-20) and the Hawaii Association for the Education of Young Children (HAEYC). A few HELDS-related materials, and supports needed in implementing HELDS, have already been created using a combination of State Advisory Council and private foundation funds.

Considerations have been made to ensure HELDS are appropriate for all of Hawaii's children. A Hawaiian Language Arts and Literacy domain, parallel to the English Language Arts and Literacy domain, is being developed through the University of Hawaii at Hilo with over in funding from the Harold K.L. Castle Foundation and Samuel N. and Mary Castle Foundation. Training will be developed around this domain. Statewide focus groups have also provided an understanding of what supplemental materials early childhood practitioners in Hawaii need. One of the materials that is in the developmental stage is a guide on implementing HELDS within a culturally sensitive context.

B. (2) Hawaii's Financial Investment in State Funded Preschool. In 2014, Hawaii designated state funds for preschool education for the first time, joining 41 other states that already do so. The state supplemental budget passed by the 2014 Legislature provided (b)(4) to fund Governor Abercrombie's proposal for prekindergarten programs in fiscal year 2015. (See attached Table B)

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The new DOE-EOEL Prekindergarten Program, developed jointly by EOEL and HIDOE, allows families to enroll their four-year-old children in a prekindergarten classroom at one of 18 public elementary schools across the state, starting with the 2014-2015 school year. The program was intended to serve (b) children who qualify based on income (eligible to participate in the Free and Reduced Priced Meal Program) and age requirements. Charter Schools were not included in this first round of prekindergarten funding.

Selection of the classrooms was based on the school's Title I status, limited preschool capacity in the community such as those located in rural areas, available space at schools, and the interest and willingness of principals to work with EOEL on implementing a quality program.

B. (3) Hawaii's Early Childhood Legislation. Hawaii has had a long history of legislation that has supported young children and their families. Some of this legislation is highlighted in this section. In Act 13, Session Laws of Hawaii 2002, the Legislature led the nation by statutorily defining "school readiness," which acknowledged the joint responsibility of families, schools, and communities in preparing children for lifelong learning. Act 14, Special Session Laws of Hawaii 2008, established the State's early learning system, known as Keiki First Steps. The Act also:

- Established the Early Learning Council, which was attached to HIDOE for administrative purposes only, to develop and administer the early learning system to benefit all children throughout the state, from birth until the time they enter kindergarten;
- Established the Keiki First Steps Grant Program;
- Established the Pre-Plus program within DHS, and designated DHS and HIDOE to work collaboratively to develop suitable Pre-Plus classrooms on HIDOE campuses statewide, including conversion charter school campuses; and
- Promoted the development of early learning facilities.

This was followed by Act 178, Session Laws of Hawaii 2012, which:

Established EOEL;

- Charged EOEL with creating a comprehensive early childhood development and learning system for Hawaii's children, prenatal to age five;
- Established ELAB to replace the Early Learning Council, as an advisory body to EOEL;
- Required that beginning with the 2014-2015 school year, students must be at least five years old on July 31 of that school year to attend kindergarten; and
- Tasked EOEL with developing a plan to implement an early learning program in the 2014-2015 school year. (See Appendix 2, Act 178, p. 4)

Senate Bill No. 1084, S.D. 1, H.D. 1, C.D. 1 (2013), proposed an amendment to the Hawaii State Constitution to permit the appropriation of public funds for private early childhood education programs and passed with more than a two-thirds majority in each house. The question will appear on the November 2014 ballot for voters to decide. Act 76, Session Laws of Hawaii 2014, made kindergarten attendance mandatory for children who will be at least five years of age on or before July 31 of the school year, unless otherwise exempt.

Act 122, Session Laws of Hawaii 2014, the state budget, included (b)(4) for prekindergarten programs in fiscal year 2015, enabling Hawaii to join the vast majority of other states with state-funded prekindergarten. The funds provided for public preschool classrooms on 18 HIDOE elementary school campuses throughout the state in the 2014-2015 school year through a partnership between HIDOE and EOEL (i.e., DOE-EOEL Prekindergarten Program).

Through Executive Order No. 11-17, signed in April 2011, the Early Learning Council was designated to be the State Advisory Council on Early Childhood Education and Care. In June 2011, a Cabinet-level early childhood coordinator position was created in the Governor's Policy Office. In the following year, EOEL was created within the Office of the Governor, and this became the position of EOEL Director.

On June 19, 2012, Governor Abererombic signed Act 130, Session Laws of Hawaii 2012, now codified as Chapter 302D, Hawaii Revised Statutes (HRS), which established a new charter school governance structure and accountability system. That same day, the Board of Education (BOE) appointed nine members to a newly created State Public Charter School Commission

(Commission), which replaced the Charter School Review Panel and Charter School Administrative Office. In December 2012, the Commission put into place the beginnings of a reconstituted governance system that would later feature a new framework to oversee the financial, academic, and organizational performance of charter schools.

B. (4) Hawaii's Commitment to Quality. EOEL worked closely with HIDOE to create the infrastructure for the program and provide the support needed to ensure that children leave the program with the knowledge and skills needed to be successful in kindergarten; EOEL offers the early childhood education and development expertise and training for the program. Other quality indicators include:

**Staffing.** Highly qualified Hawaii State Teachers Association (HSTA) teachers are required who have early childhood experience. To meet the recommended teacher-child ratio and optimal classroom size for children's learning as identified by NAEYC, a teacher and an educational assistant are needed per classroom with enrollment not to exceed 20 students.

Ongoing professional development. The State has recognized that the most successful method for creating high-quality teachers is systematic, ongoing professional development. The State plan included coordinated and targeted professional development workshops for the participating school principals and teachers on topics such as child development, use of individual child formative assessments, effective family engagement techniques, and curriculum. Additionally, the State invested in high-quality professional development by funding substitutes for teachers to enable them to participate in the required monthly workshops.

Mentoring. The State has recognized that the strategy that improves teaching and learning most substantially is the use of teacher mentoring and coaching. Resource teachers have been hired within each of the HIDOE districts to mentor teachers and support principals in understanding the nuances of implementing a preschool program on their campuses. The resource teachers have all been trained on Classroom Assessment Scoring System (CLASS), an observation tool that focuses on the effectiveness of child-teacher interactions; Early Childhood Environment Rating Scale-R (ECERS-R), designed to assess process quality in an early childhood or schoolage care group; Teaching Strategies GOLD (TS GOLD); and ways to support teachers in creating optimal learning environments, enhancing teacher-child interaction, and providing

developmentally appropriate practices. Furthermore, the resource teachers participate in a mentor forum program to enhance their coaching and mentoring skills necessary to help meet the individualized support needs of the preschool teachers.

**Focus on Child Outcomes.** To ensure children are learning and progressing in their growth and development, the State has supported the concept that the curriculum implemented in the program must be aligned with HELDS. To measure a child's progress in these domains, the teachers will be required to conduct ongoing formative assessments on each child.

**Program Assessment.** To evaluate the quality of teacher-child interactions, Hawaii is investing in using one of several tools available to provide direct feedback to the teachers, along with their education assistants, as well as to the resource teachers (fully released mentor teachers) so they can support the classroom teachers. The indicators that would be collected biannually include: the climate of the environment and emotional support provided to the students; classroom organization including the use of materials and behavior management; and instructional support that is occurring, such as concept development and language modeling.

**Environment.** To establish a high-quality program, Hawaii has recognized that an appropriate environment must be created. All of the classrooms has been equipped with developmentally appropriate materials to provide a conducive learning environment that stimulates further learning.

In addition to the prekindergarten efforts, HIDOE is implementing and/or developing a variety of innovative early learning policies and practices.

- All public elementary schools are expected to convene transition planning conferences to promote smoother student transitions, including transitions from preschool to kindergarten, with early childhood partners typically involved in the conferences.
- More than 140 kindergarten teachers in 40 public elementary schools have implemented TS GOLD, an online student formative assessment tool, through a two-year pilot funded primarily with private foundation monies.
- HIDOE included in its successful Race to the Top application a plan to increase quality
  preschool access for children with high needs, including provision of full preschool
  tuition subsidies to children with high needs in two demonstration "Zones of School
  Innovation." The resulting pilot preschool programs established the foundation for the

State-funded DOE-EOEL Prekindergarten Program that started in the 2014-2015 school year.

DOH has developed policies and program with a focus on increasing the quality of the services for young children and their families:

- School Wellness Guidelines (Obesity Prevention). Wellness in Hawaii's public schools is evidenced by a wellness committee, nutritional guidelines, health and nutrition education, physical education and activity, and professional development for staff.
   School Wellness Guidelines implement BOE Policy 1110-6, and fulfill the requirements of Public Law 108-265 Section 204 and the Healthy Hunger Free-Kids Act (2010).
- Social Emotional Development. Hawaii continues to promote the evidence-based curriculum from the Center on the Social Emotional Foundations for Early Learning (CSEFEL) through its community-based trainings and the HIDOE's Professional Development and Educational Research Institute (PDERI) website. CSEFEL is focused on promoting the social emotional development and school readiness of young children birth to age five. Hawaii was part of the first cohort of CSEFEL states and continues to promote the curriculum and training to support children's social emotional development. Hawaii also promotes the Second Step Curriculum, a violence prevention/social skills curriculum to support healthy child development.
- Developmental Screening. Hawaii supports the American Academy of Pediatrics (AAP) Policy Statement on Developmental Screening which recognizes that early identification of developmental disorders is critical to the well-being of children and their families. The local chapter of the United Way supports two communities with funding for hearing, vision, and developmental screening. Hawaii also receives several federal grants that support children's developmental screening through the Early Childhood Comprehensive Systems (ECCS) grant, Title V Maternal and Child Health Block grant, and the Maternal Infant Early Childhood Home Visitation grant. Hawaii is working on a collective impact model to promote voluntary, universal, and comprehensive screening statewide. The use of validated screening tools, including the Ages and Stages Questionnaire (ASQ), Parents' Evaluation of Developmental Status (PEDS), and the Modified Checklist on Autism in Toddlers (M-CHAT) is being promoted in alignment with the National AAP.

- Early Childhood Health & Wellness Guidelines. Hawaii is developing Early Childhood Health and Wellness Guidelines (ECHWG) for programs that work with young children birth-to-school entry. The ECHWG have been cross-walked with the Caring for Our Children Standards (3<sup>rd</sup> Ed.), Hawaii Department of Human Services Child Care Licensing Standards, National Association for the Education of Young Children Accreditation Standards, Head Start Program Performance Standards, and the Hawaii Wellness Guidelines.
- Early Intervention Section (0-3). The Early Intervention Section (EIS) is a federal and state-mandated program that provides services to support the development of infant and toddlers from birth to three years of age. Information and support are also provided to parents to increase their knowledge about, and ability to support, their child's development. DOH is the lead agency for the implementation of IDEA, Part C for the State of Hawaii. Within DOH, EIS is responsible to ensure that Hawaii meets all the requirements and regulations of Part C of IDEA. Hawaii Administrative Rules (HAR), Chapter 11-140, Early Intervention Services for Infants and Toddlers, has been adopted and in effect since October 21, 2013.
- Hawaii Children's Trust Fund. The Hawaii Children's Trust Fund (HCTF) was established in 1993 by state legislation, Chapter 350 B of the Hawaii Revised Statutes (HRS). This legislation created a public-private partnership between DOH and the Hawaii Community Foundation and structured the partnership to involve three advisory groups (a statewide coalition, an advisory committee and an advisory board). The mission of HCTF is to ensure that Hawaii's children develop into healthy, productive, and caring individuals by promoting the advancement of family strengthening programs in the community in order to prevent child abuse and neglect.
- Hi'ilei Hawaii Developmental Follow Along Program. The Hi'ilei Hawaii program was modeled after the Connecticut Help Me Grow program and is sponsored by DOH and Hilopa A Family to Family Health Information Center, in coordination with primary care providers, Med-QUEST (Hawaii's State Medicaid Program) Coordinators, and the Early Intervention Program. It was established to help support children's optimal development through on-going developmental screening and follow up, and to assist families around child development.

- Hawaii Maternal Infant Early Childhood Home Visiting. Hawaii receives a federal Maternal Infant Early Childhood Home Visitation (MIECHV) grant from the Health Resources Services Administration (HRSA). This is the basis for the Hawaii Home Visiting Network (HHVN) which provides statewide evidence-based home visiting services for children, birth through five years of age, through the Healthy Families America, Parents as Teachers, and Home Instruction for Parents of Preschool Youngsters models.
- Oral Health. Hawaii promotes evidence-based practices for children's oral health and is
  developing the capacity for surveillance through a Center for Disease Control and
  Prevention (CDC) Oral Health Grant and an Aspen Institute Excellence in State Public
  Health Policy focusing on Oral Health. Hawaii is one of six states working with the
  National Children's Dental Health Project to develop policy consensus for Hawaii. It is
  currently conducting a policy review and is planning to convene stakeholders in 2015.
  around this.
- Protective Factors Training. Hawaii promotes the Center for the Study of Social Policy (CSSP) Strengthening Families Protective Factors. In 2014, Hawaii trainers participated in a Training of Trainers on the Protective Factors Framework and are now promoting training in community-based programs in Hawaii. Protective factors are conditions in families and communities that, when present, increase the health and well-being of children and families. They are attributes that serve as buffers, helping parents who might otherwise be at risk of abusing their children to find resources, supports, or coping strategies that allow them to parent effectively, even under stress.
- Special Parents Information Network. The Special Parent Information Network (SPIN) is a parent-to-parent organization in Hawaii that provides information, support and referral to parents of children and young adults with disabilities and the professionals who serve them. SPIN attempts to ease the journey of parenting a child with disabilities by keeping families linked to important information and resources.

The following outlines policies DHS has implemented to ensure high-quality services for young children and their families:

- For the past two years, DHS has overseen the pilot of Hawaii's tiered Quality Rating and Improvement System (QRIS) for DHS-licensed programs. This was a pilot funded by DHS through Child Care Development Fund (CCDF) funds and administered by the Center on the Family at the University of Hawaii which began in February 2012 and operated for several years in both center-based programs and family child care homes. The pilot emphasized quality improvement as the primary purpose of the system. Quality Improvement Grants for center-based programs were funded by a private partner, the Samuel N. and Mary Castle Foundation. The pilot ended in June 2014, and a study addressing the lessons learned and identifying next steps for QRIS was completed in September 2014. Following this report, several meetings with stakeholders and constituents are being convened by EOEL throughout the fall of 2014. Based on these conversations, DHS will redesign the QRIS model and pilot the revised program in the fall of 2015.
- DHS is piloting a system modification to capture data about licensing reviews and deficiencies cited in these reviews. This pilot will allow workers to do their licensing studies in real-time in the field, using tablets. The current paper process presents challenges both in gathering data regarding compliance as well as on trends about which requirements are usually not in compliance. Capturing such data will assist Hawaii in moving toward using key indicators and differential monitoring and focusing staff resources on providers who experience ongoing difficulty in meeting the licensing requirements, rather than on those who tend to meet compliance on the whole.
- In September 2011, a new Early Childhood Pre-K Health Record Supplement form (DHS 908), was required to be completed by a physician prior to a child's entry into a preschool program. The purpose of the form is to gather information on the child's health, growth and developmental status to support creation of health plans for those children who are determined to be in need of such plans.

The Classroom Assessment Scoring System (CLASS) is an observational instrument developed to assess classroom quality in preschool to grade 12 classrooms. It collects data on multiple dimensions of teaching, including teacher-student interactions that are linked to student achievement and development, and has been validated in more than 2,000 classrooms. CLASS

has been used in Hawaii's Head Start programs, private preschool programs and schools, and HIDOE classrooms. Information gathered from CLASS observations can be used as evidence to enhance and improve teacher practices.

Hawaii P-20 has complemented State Department efforts to strengthen the early childhood sector by:

- Convening a CLASS consortium to discuss strategies and ways to support the
  implementation of CLASS in improving teaching practices. This group includes HIDOE
  administrators; and representatives from Head Start, UH, Kamehameha Schools; and
  others from the private sector.
- Conducting a proof-of-concept study in 2014 to match two early learning providers' students to the HIDOE. A match rate of (b) was obtained for Kindergarten Children's Aid Association (KCAA) Preschools of Hawaii and a rate of (b) for the Honolulu Community Action Program (HCAP) Head Start students. These results proved that valid and reliable matching is possible by the linking of demographic variables. Further, this work shows that the ability to track students from early childhood education and/or program services through the education-to-workforce pipeline is well within our ability to complete.
- B. (5) Hawaii's Coordination of Preschool Programs and Services. The EOEL is currently housed in the Governor's Office, but will be moving to HIDOE as an attached agency for administrative purposes only, as specified in Act 178. EOEL is advised by the Early Learning Advisory Board (ELAB) which is made up of representatives from the State, community and identified groups in statute (See Appendix 5, Act 178, p.67), including, but not limited to, representatives from the following:
  - Hawaii Department of Education (IIIDOE), Superintendent (Title 1 of ESEA, Part B of IDEA and subtitle VII-B of the McKinney-Vento Act)
  - Hawaii Department of Health, Director (IDEA, Part C)
  - University of Hawaii
  - Hawaii Department of Human Services, Director (Child Care and Development Block Grant)

- Head Start State Collaboration Office (Head Start Act)
- Center-based preschool providers
- Head Start
- Kamehameha Schools
- Hawaii Association of Independent Schools
- · Hawaii Council of Mayors
- Hawaii Early Intervention Coordinating Council
- Home Visiting programs
- Family-Child Interaction Learning programs
- Family Child Care programs
- Philanthropic organizations
- Hawaiian Language Medium Early Learning providers.
- Hawaii Chapter of the American Academy of Pediatrics
- Parent

In 2012, EOEL formed a workgroup known as Action Strategy that brings together public and private stakeholders, including representatives from DOH, DHS, HIDOE, HAEYC, UH, Hawaii P-20, People Attentive to Children (PATCH), family-child interactive learning programs, and community-based preschool programs, to identify system efforts to support continuous quality improvement with consideration for all settings, including home visitation, family child-care, center-based programs, family-child interactive learning programs, and kindergarten through third grade. This group has been meeting since September 2013 on a monthly basis. The efforts of this group to date have included:

- The creation of HELDS support materials and a template for HELDS teacher trainings.
- The creation of Hawaii's Family Partnership Guidelines (FPG) for early childhood settings, support materials, including toolkits and trainings that can be used for teacher training on FPG, through the use of vignettes.
- Sponsoring of screening trainings.
- o Vetting of Early Childhood Health and Wellness Guidelines (ECHWG).
- Sponsoring of protective factor trainings.

- Successful transition trainings for all program settings.
- Shared transition trainings for IDEΛ, Part C and Part B.
- A virtual, early childhood one-stop-shop to increase access to information and referral.
- A "financial support" packet for early childhood providers to use with their families to include Supplemental Nutrition Assistance Program (SNAP), Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), Temporary Assistance for Needy Families (TANF), Chapter 8 Housing, Childcare Subsidy, and Educational Improvement Tax Credit Program (EITC) applications and information.

B. (6) Hawaii's Coordination of Preschool Programs and Services. EOEL is charged with increasing the number of children who have access to a quality early childhood education experience, including:

- Securing state, federal, and private funds for early education programs;
- Developing or assisting in the development of foundational materials that enhance quality and are applicable across State departments; and
- Creating supports for the implementation of these foundational materials.

The mission of EOEL is to create a comprehensive early learning system by connecting health policies and services with early learning programs; supporting communication among agencies and departments to ensure seamless and smooth transitions for children and families; providing a mechanism for community involvement in policy advising; and communicating the status of early learning in the State.

Much of this work is done through the Action Strategy effort, beginning with the creation of a public-private strategic plan, which started in 2012. (See Appendix 6, Action Strategy, p. 97) The effort is coordinated EOEL, and led and implemented by approximately 100 professionals from Hawaii State departments and early childhood organizations focused on supporting children's health, safety, development, and learning. Six critical focus areas have been identified as building blocks for the establishment of a comprehensive early childhood system, with 20-25

projects under way across the six focus areas. The goals are to ensure healthy development and safety of our young children, increase access to needed services, improve quality across programs and services, align early childhood priorities across State departments, and leverage public and private resources.

## Evidence for selection criterion (B):

Appendix 4, HELDS Press Release, p. 66 Appendix 5, Act 178, p. 67 Appendix 6, Action Strategy, p. 97 Table B

### C. Ensuring Quality in Preschool Programs (30 points).

The extent to which the State has an ambitious and achievable plan to ensure program quality, including a description of how the State will:

- (1) Use no more than 35 percent of the funds received over the grant period for State Preschool Program infrastructure and quality improvements at the State level through activities such as--(8 points)--
  - (a) Enhancing or expanding Early Learning and Development Standards;
  - (b) Implementing Program Standards consistent with a High-Quality Preschool Program;
- (c) Supporting programs in meeting the needs of children with disabilities and English learners, including in workforce development;
- (d) Conducting a needs assessment to determine the current availability of High-Quality Preschool Programs, including private and faith-based providers and Head Start programs;
  - (e) Establishing or upgrading preschool teacher education and licensure requirements;
- (f) Improving teacher and administrator early education training programs and professional development;
- (g) Implementing a Statewide Longitudinal Data System to link preschool and elementary and secondary school data;
  - (h) Implementing a Comprehensive Early Learning Assessment System;
- (i) Building preschool programs' capacity to engage parents in decisions about their children's education and development, help families build protective factors, and help parents support their children's learning at home;
- (j) Building State- and community-level support for High-Quality Preschool Programs through systemic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and training sectors; and
- (k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children.
- (2) Implement a system for monitoring and supporting continuous improvement for each Subgrantee to ensure that each Subgrantee is providing High-Quality Preschool Programs (which may be accomplished through the use of leveraging a TQRIS and other existing monitoring systems), including the extent to which the State (10 points)--
- (a) Has the capacity to measure preschool quality, including parent satisfaction measures, and provide performance feedback to inform and drive State and local continuous program improvement efforts;
- (b) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade; and
- (c) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.
- (3) Measure the outcomes of participating children across the five Essential Domains of School Readiness during the first few months of their admission into kindergarten using an assessment or assessments, such as a Kindergarten Entry Assessment, to achieve the purposes for which the assessment was developed and that conform with the recommendations of the National Research Council report on early childhood assessments (12 points).

#### Evidence for selection criterion (C):

- (C)(2)(a) Evidence of a monitoring protocol used to drive continuous program improvement.
- (C)(2)(c) Evidence of State targets with measurable outcomes, including school readiness achieved by the program.
- Any other supporting evidence the State believes will be helpful to peer reviewers.

### C. Ensuring Quality in Hawaii Public Charter School Preschool Programs

C. (1) Infrastructure funds. Only 29% of the funds requested through the Preschool Development Grant will be used to create an infrastructure to support the public charter schools in implementing a high-quality preschool program. This infrastructure will be created through a series of teacher training opportunities for the charter school preschool teachers that is focused on: aligning and connecting their curricula with the *Hawaii Early Learning and Development Standards* (HELDS) including the new Hawaiian Language domain, implementing the Hawaii *Family Partnership Guidelines* (FPG), conducting developmental screenings using the Ages and Stages Questionnaire (ASQ), integrating the *Early Childhood Health and Wellness Guidelines* (ECHWG) into the preschool program, understanding and using child formative assessments, and enhancing child-teacher interactions. The kindergarten teachers will also be trained on the formative assessment tool, Teaching Strategies GOLD (TS GOLD) that is being piloted in the HIDOE classrooms. TS GOLD is also being used within HIDOE as the individual kindergarten entry assessment. Support for the teachers and educational assistants through bi-weekly coaching sessions will be done by the University of Hawaii's (UH) P-3 Initiative (Hawaii P-3) Education Specialist. Hawaii will also work on developing a B-8 Teacher License.

Each charter school that offers a preschool classroom will be required to implement the elements mentioned above. In order to ensure that all of the classrooms are implementing these, a quality monitoring system will be implemented with the ultimate goal of using the data to support improved classroom practice. Hawaii currently has the Hawaii Data eXchange Partnership (Hawaii DXP), a cross-sector education-to-workforce longitudinal data system. This grant provides the impetus and opportunity to involve public charter schools and the early childhood community in larger data governance discussions and decision making. Finally, the Early Learning Advisory Board (ELAB) will advise the Executive Office on Early Learning (EOEL) on conducting a community needs assessment to determine the future locations of additional preschool classrooms.

C. (1) (a) Enhancing HELDS. HELDS are being expanded to include a Hawaiian Language Development domain. This is being developed through the financial support of the Harold K. L. Castle Foundation, in partnership with the University of Hawaii at Hilo, Ka Haka 'Ula O

Ke'elikōlani College of Hawaiian Language, and UH's Hawaii P-20 Partnerships for Education (Hawaii P-20).

Once completed by June 2015, the creation of an eight-hour training module for the charter school teachers on the new domain and support in aligning their curriculum to HELDS will occur. This training will first be offered to the initial four classrooms on Hawaii Island in the summer or fall of 2015. Two days of training on HELDS will be offered annually. The number of offerings and number of schools that participate in the training in Years 2 and 3 of the grant will increase as more classrooms are opened throughout the state. Hawaii P-20 will create a new position, the P-3 Charter School Specialist, who will be responsible for conducting these trainings. In addition, Hawaii P-20 will contract with a Hawaiian language expert to support this work. The following table illustrates the number of full-day trainings or workshops that will be offered by grant year and location. Please note, these include all trainings and workshops, not just HELDS training.

Number of Professional Development Trainings or Workshops by Grant Year and Location

	Grant Year 1	Grant Ye	ear 2	Grant Yo	ear. 3	Grant Year 4		
	Summer/Fall	Spring	Summer/Fall	Spring	Summer/Fall	Spring	Summer/Fall	
	2015	2016	2016	2017	2017	2018	2018	
2015-16	Hilo: 7	Hilo: 3						
School								
Year								
2016-17			Hilo: 7	Hilo:3				
School								
Үсаг								
2017-18					Hilo: 7	Hilo: 3		
School					Kona: 7	Kona: 3		
Үсаг					Kauai: 7	Kauai: 3		
					Oahu: 7	Oahu: 3		
2018-19							Hilo: 7	
School							Kona: 7	
Year							Kauai: 7.	
							Oahu: 7	

Hawaii P-20, through Hawaii P-3, will be responsible for developing training modules and/or collecting and organizing the ones already developed with community input, for all HELDS trainings. The first training on HELDS will occur in the summer/fall of the 2015-16 school year. Subsequently, trainings will be offered to the charter school preschool teachers on HELDS annually throughout Hawaii, including locations in Hilo, Kona, Kauai, and Oahu. Programs that are not located in these areas have funds to support their travel to attend trainings.

C. (1) (b) Hawaii Family Partnership Guidelines for Early Childhood Settings. The Hawaii Family Partnership Guidelines (FPG) for early childhood settings were established in 2013 as a source document to guide early childhood practitioners in their efforts to create and/or enhance ongoing, responsive, and reciprocal relationships with the families enrolled in their programs. It is a set of guidelines that are researched based and includes key principles and provides actions or strategies practitioners can use to engage more effectively with families. (See Appendix 7, Family Partnership Guidelines, p. 98)

EOEL developed the document in partnership with Hawaii P-20 and members of the Action Strategy that included the Hawaii Department of Education (HIDOE), Hawaii Department of Health (DOH), Hawaii Department of Human Service (DHS), and education-based non-profits, in an attempt to support practitioners, programs, and schools serving children, birth to 3<sup>rd</sup> grade, and to develop authentic and respectful relationships with families. The goal is for ongoing partnerships with families to result in improved health and developmental outcomes for Hawaii's young children. Foundational to the FPG work was the core values that children develop and learn best in the context of a supportive family and that families play a pivotal role in shaping their children's healthy development and lifelong learning.

The document provides guidance for how programs/schools can engage families in meaningful and reciprocal partnerships to support their children's learning. The next step is to develop a training module that supports the charter schools implementation of FPG. The modules might include the creation of video clips and vignettes to support family engagement and will be developed in the spring of 2015. A one-day training on FPG will begin in the 2015-16 school year and will be offered annually by the P-3 Charter School Specialist.

C. (1) (c) Supporting Programs: Children with Disabilities. Another one of the workshop topics that will be offered to the charter school preschool teachers during the first year of program implementation is on meeting the needs of children with disabilities. This topic will be offered annually to all of the preschool teachers. As with all of the other workshops, this workshop will be offered to the local early childhood community and kindergarten to grade three (K-3) teachers within the charter schools offering the preschool classrooms. In addition, a P-3 Learning Lab will be created that will support trainings for administrators on supporting teachers in working with diverse students, including English learners and children with special needs.

C. (1) (d) Hawaii's Needs Assessment. ELAB was created to support and advise EOEL on several items, including promoting collaboration across agencies and stakeholders serving young children. In its role, ELAB will advise EOEL on conducting a needs assessment to determine the current availability of high-quality preschool programs, including private and faith-based providers and Head Start programs, by creating a Needs Assessment Committee comprised of representatives of government agencies (e.g., Department of Health, Head Start, University of Hawaii, Hawaii P-20) and Kaulanakilohana (a consortium of higher education early childhood education professionals).

This Committee will assist EOEL in developing legislation related to state funding of preschool classrooms and in the identification of these communities most in need of classrooms. The results of the November 4, 2014 election in which there will be a question on the ballot asking voters whether the State Constitution should be changed to permit public monies to be used to fund private, community-based preschools, potentially impacting decisions about future preschool opportunities and where they will be located. If voters approve, the State will be allowed to contract with private, community-based preschools for quality preschool experiences, in addition to increasing the number of preschool classrooms on public charter school campuses. (See Appendix 8, AG Advice, p. 100)

C. (1) (c) Preschool Teacher Licensure. In 1996, a 21-member public-private Hawaii Early Childhood Career Development Coalition was formed to oversee early childhood professional development efforts, including the establishment of workforce quality standards and a registry of

practitioners and their qualifications. In 2007, the coalition was expanded to 25 members and reconstituted as Hawaii Careers with Young Children (HCYC). Its accomplishments include: (1) developing a set of Common Core Competencies for Early Care and Education Practitioners, (2) promoting coordination among higher education institutions offering early childhood degrees, and (3) creating a website that will link practitioners with a variety of workforce career and professional development information and resources.

An HCYC subgroup of higher education faculty called Kaulanakilohana which includes two-year and four-year faculty from across the state, is working on assessing higher education pathways, as well as working to clearly define and streamline educational pathways for current and potential early childhood professionals. This group will be charged with working to establish a B-8 Teacher License through the Hawaii Teachers Standards Board (HTSB). Currently, teachers in HIDOE and public charter school preschools are required to be "highly qualified" which means they hold a Bachelor of Arts degree in early childhood education or a related field.

C. (1) (f) Professional Development. To ensure that best practices are being implemented, high-quality program support services are required. Classroom coaching provides a significantly greater opportunity for the understanding and implementation of new skills. A P-3 Charter. School Coach is an additional position who will provide individual coaching and mentoring to all of the charter school preschool teachers and educational assistants. The ongoing professional development will focus on building strong collaborative work environments and the long-term goal of developing or enhancing effective teaching practices. The P-3 Charter School Coach will meet with each teacher and educational assistant twice a month and offer follow-up phone calls and video conferencing. During Year 1 of the Preschool Development Grant, the P-3 Charter School Coach will work with four classrooms (eight staff). This caseload will be expanded in Year 2 of the Preschool Development Grant to a caseload of 6 classrooms (12 staff). In Years 3 and 4 of the Grant, there will be an additional P-3 Charter School Coach hired to support more classrooms. The following chart illustrates the coaching caseload for the P-3 Charter School Coaches.

### P-3 Charter School Coach Caseload by Year

		Grant Year 1	Grant Year 2		Grant Yea	ar 3	Grant Year 4	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall
		2015	2016	2016	2017	2017	2018	2018
2015-16	Coach 1	4 Schools	4					
School			Schools					
Year	Coach 2							
2016-17	Coach 1			6 Schools	6 Schools			
School	Coach 2							
Үсаг								
2017-18.	Coach 1					10 Schools	9 Schools	
School	Coach 2.					9 Schools	9 Schools	
Year.								
2018-19.	Coach I.							9 Schools
School .	Coach 2.							9 Schools
Year								

Coaching strategies will be developed based on the pre- and post-child assessment tool scores, as well as the formative assessment data reports received from TS GOLD. The coaching and mentoring system will include planning, reflection, and engagement in positive problem-solving conversations individualized to each teacher and educational assistant to address their strengths, needs, and interests. As the instructional coach, the P-3 Charter School Coach will focus on developing a collaborative, supportive relationship with teachers and educational assistants to build their capacity to:

- Create lesson plans using the TS Gold formative assessment information;
- Think purposefully on methods to advance children's progress; and
- Reflect on the implemented activities and learning experiences provided to enhance intentional instructional skills for the future.

This process is cyclical and strength-based, targeting children's and staff's individual and developing needs which play an integral role in professional development and continuous quality improvement efforts.

Feedback and data from the P-3 Charter School Specialist will help to inform systemic professional development strategies to identify trends regarding implementation strengths and challenges, including professional development opportunities for governing boards of the State public charter schools who can then subsequently provide additional support to their teaching teams.

C. (1) (g) Hawaii's State Longitudinal Data System: Hawaii Data eXchange Partnership. It is clear that the early childhood sector in Hawaii needs to establish data governance policies and procedures to achieve key goals towards data sharing, collection, analysis and reporting in order to better understand student achievement and success in kindergarten to grade 12 (K-12), postsecondary and in Hawaii's workforce. Hawaii, through the Hawaii Data eXchange Partnership (Hawaii DXP), managed by Hawaii P-20, is building a cross-sector longitudinal data system which links individual level data from early childhood, K-12, and postsecondary education to the workforce. Under Hawaii DXP, linkages to early childhood education have been "proof-of-concept" projects, and have shown great promise in the valid and reliable matching of students from early childhood education to HIDOE, as well as tracking these students successfully to third grade reading and mathematics assessments.

Hawaii has begun the process of articulating the critical policy questions about what programs, services, and education best influence positive change for our students, and recognizes that a coordinated data governance structure is required in order to effectively prioritize research and evaluation. Understanding our students' outcomes requires the development of Memoranda of Understanding (MOU) that allow the sharing of data across agencies and education providers, while protecting individual confidentiality and privacy rights. The collection of data, however, is not enough. Hawaii must begin to use its data in order to gauge our return on investment of programs and services, and to evaluate what impacts students' best preparation for their future in Hawaii's economy. Through the funding from the Preschool Development Grant, the following will occur:

Establishing a statewide formal early childhood Data Governance structure and membership. A strong and effective governance program that establishes transparent,

representative, and consistent decision-making processes about data sources, uses, access, and privacy is essential to the development of a reliable and useful early childhood data system. Hawaii has begun the process of planning for a robust governance program that creates the ability to effectively evaluate early learning programs and meet state and federal reporting requirements while ensuring security and the protection of data privacy and confidentiality.

An initial needs assessment has already been completed through Hawaii P-20, with key stakeholders, including representatives from state agencies, public and private preschool providers, and teacher preparation and professional development organizations, to understand the challenges and support in creating a centralized location for sharing and analyzing early childhood data in Hawaii. Initial planning discussions have addressed the identification of the goals, the structure and membership of its governance program, and the priority policy and research questions to be answered by early childhood data.

The proposed work, coordinated by the EOEL and led by Hawaii P-20, will establish a statewide early childhood governance structure that will be used to determine stakeholder members of governing boards and their roles and responsibilities, to establish critical policies and processes that guide the sharing and ownership of early childhood data, and to manage who has access to the data and for what purposes.

The following is a summary of the activities and deliverables for this goal:

- Create a Coordinating Council that reports to state leadership and functions as a liaison to the Hawaii DXP.
- Determine the scope of work of the Coordinating Council, as well as its roles and responsibilities.
- Establish a reporting and communication process about Coordinating Council activities, recommendations, and decisions.
- Establish written governance policy and processes that align to decision making.
- Establish additional sub-committees, membership, and responsibilities for each sub-committee (e.g., security of data and access to data sub-committee, research and data request sub-committee, etc.).

- Establish change management procedures and processes.
- Review the prior two years' progress, facilitation to "handoff" governance logistics and processes to Hawaii's governance program.

**Producing three Memoranda of Understanding to share data with the Hawaii Data eXchange Partnership:** Within the early childhood sector, Hawaii DXP has been actively working on data governance and the reporting of transitional outcomes of students from private and public early childhood education programs to HIDOE. Data sharing requires MOU's to ensure protections of confidential data, adherence to governance policies, and a delineation of data elements and how the data will be used (i.e., as in research or dataset requests).

Three key MOUs will be developed and implemented between the University of Hawaii (i.e., Hawaii P-20) and the following departments or agencies to ensure that data is available for reporting purposes to evaluate student performance outcomes: 1) Department of Human Services; Benefits, Employment, and Support Services Division (child care subsidies, Preschool Open Door subsidies, early childhood educator licensing) (Year 1); 2) Department of Human Services: foster care (Year 2); and 3) Department of Health: Early Intervention Services and Women, Infants, and Children (Year 1).

Additional MOUs will be developed between UH and early education providers, such as Head Start and private providers, as each organization decides to contribute data to evaluate student performance outcomes for program improvement. Hawaii P-20 will also develop template(s) for early childhood education programs (both private and public) for use with individual programs to share data with the Hawaii DXP (Year 2).

The following is a summary of the activities and deliverables for this goal:

- Develop and execute three MOUs that allows the transfer of data from state agency/providers to Hawaii DXP.
- Develop private and public early childhood education data sharing template(s).

Data Mapping Across Data Sharing Partners: Hawaii does not currently have a statewide data element dictionary for the early childhood sector, but coordination of data elements across sectors for the Hawaii DXP requires a clear understanding of how each data element is defined and formatted from each data source. The incorporation of early childhood data into Hawaii DXP requires preparation to accept data from small providers with relatively simple data files, as well as data loads from large state agencies with significant amounts of data stored in sophisticated databases.

The data mapping is necessary to ensure that the shared early childhood data is reliable, valid, and accurate, and is an essential step to develop a process for mapping the data elements received from each potential data-sharing partner to a standard format for equivalent data elements. Ensuring comparability and reliability of each data element from across different data sources is essential to accurately answer key policy and research questions. Data mapping will involve comparison of data element names, definitions, option sets, and formats from each source to a recommended or preferred data standard. The data mapping activity will require collection of intake forms from providers, as well as database codebooks or dictionaries, and sample reports derived from administrative records.

The following is a summary of the activities and deliverables for this goal:

- Collect meta-data files, codebooks, and/or intake forms for up to 10 organizations and/or departments/units within Hawaii state agencies (e.g., Department of Human Services).
- Conduct comparison of data standards between programs and preferred data standards.
- Develop a data element dictionary for incoming data sources.
- Work with state agency/organization subject matter experts, develop and implement data source business rules for the use of data in reporting.
- Develop data standard comparison table/mapping documents.

### Coordinating and Developing Reports based on Early Childhood Critical Policy Questions:

Eight critical policy questions have been identified under the current Hawaii P-20 contract to engage key early childhood stakeholders to develop data governance.

The following is a summary of the activities and deliverables for this goal:

- Draft two cross-sector report layouts for longitudinal performance outcomes of eligible children [e.g., students with disabilities, English Language Learners, homeless, Individuals with Disabilities Education Act (IDEA) Part C to Part B transition, etc.].
- Produce a minimum of two reports that focus on the transition of eligible students from
  one sector to the next (e.g., from early childhood program/education setting to the public
  K-12 sector), and an early childhood educators workforce report (e.g., academic
  credential and workforce information such as employment in early childhood, median
  wage, etc).

C. (1) (h) Hawaii's Comprehensive Early Learning Assessment System. All of the charter school preschool teachers will be trained, coached, and offered technical assistance in implementing a coordinated and comprehensive assessment system using the following assessment tools:

- Screening: Ages and Stages Questionnaire (ASQ)
- Formative Assessments: Teaching Strategies GOLD
- Measures of Environmental Quality: Early Childhood Environmental Rating Scale-Revised (ECERS-R)
- Measures of the Quality of Adult-Child Interactions: Classroom Assessment Scoring System (CLASS)
- Kindergarten Entry Assessment: Teaching Strategies GOLD

Training on the tools, along with how to use the data teachers collect from ASQ and TS GOLD will be coordinated by the P-3 Charter School Specialist and conducted by the Specialist or a DOH Specialist trained on ASQ. This is the foundation to creating the State's Comprehensive Early Learning Assessment System. These two topics will be taught annually. In addition, technical assistance by the P-3 Charter School Specialist will be offered to both the preschool teachers and the Principals. The integration of the ways in which the data can be integrated into Hawaii DXP will be addressed in the data governance work. In addition, through the work that occurred during a 15-month National Governor's Association Policy Academy, Hawaii has created 7 *Guiding Principles* that are the foundation to the State's assessment policies and promote practices in early learning settings that are developmentally appropriate, culturally

responsive, reveal holistic information about children's strengths, and support teachers, children, families, and communities alike. (See Appendix 9, 7 Guiding Principles, p. 107)

ECERS-R and CLASS will be used by the P-3 Charter School Specialist in order to improve the quality of the environment and the learning experience of the children in the classroom. Each of the charter school preschools will be observed by the P-3 Charter School Specialist or a reliable CLASS or ECERS-R observer annually. The CLASS assessment will happen in the fall and spring and the data will be given to the teachers and the P-3 Charter School Coach for targeted coaching. The ECERS-R annual report will be given to the charter school Principals. If the total score is less than 3.5, then a *Corrective Action Plan* will be developed by the charter school and filed with the Hawaii State Public Charter School Commission (Commission), with a timeline for when corrective action will be completed. Scores on the ECERS-R can range from 1 (lowest) to 7 (highest). Generally, classrooms that score 5 or above are considered to be high quality, 3–4.9 are moderate quality, and below 3 are low quality.

C. (1) (i)- (j) Working with and Supporting Families. Each of the charter schools that will be operating a preschool program will have a budget of (b)(4) per year, per preschool classroom services to support the implementation of their family engagement plan. Each school will develop a plan while working in its P-3 Learning Lab. The plan must include how the funds will be used to do the following:

- Engage families in decisions about their children's education and development, including assistance to families in understanding the results of developmental screenings;
- Help families build protective factors;
- Help families support their children's learning at home; and
- Support families with accessing at least two state and community resources to address
  their needs: other early learning programs, child health, mental health, family support,
  nutrition, child welfare, and adult education and training services.

The plan that is written will include: a list of activities and costs, proposed contractor(s), deliverables, and a parent evaluation/feedback form. Once parent evaluation forms are completed, they will be submitted to the Commission. Schools have a variety of options for selecting the best family engagement activities or combination, such as offering a one day a week family participation class, home visiting for each child, evening family education classes, etc. The school may also utilize the existing HIDOE parent satisfaction survey to fulfil the parent evaluation component. The Principal, with input from staff, would know what strategy or strategies would work best with the school's parent/family community.

C. (2) (a) Measuring Quality. Hawaii P-20 will be responsible for implementing a system for monitoring and supporting continuous improvement for each of the charter schools that operate a preschool program to ensure that each subgrantee is providing high-quality preschool programs. Hawaii P-20 will collect CLASS scores, the selected family engagement survey results, ECERS-R scores, and TS GOLD administrator reports (only aggregate student data) to inform the continuous program improvement efforts.

All of the preschool teachers will be observed using CLASS by a reliable observer. All of Hawaii P-20's P-3 staff are CLASS PK reliable observers. Hawaii P-20 will offer annual CLASS reliability trainings throughout the years of the grant so that there is always a pool of reliable observers that can be contracted to do CLASS observations. (See Appendix 10, Teachstone, p. 110)

There is substantial evidence that children who attend early childhood education programs are significantly affected by their interactions with teachers or caregivers and their level of responsiveness. Teacher-child interactions were the strongest predictor of children's learning. A biennial assessment of positive teacher-child interactions will, therefore, be conducted at a minimum. The initial teacher-child interaction assessment results, in conjunction with the formative assessment reports, will provide data for the development of an ongoing training and technical assistance plan for the professional development of the teaching staff.

The pre- and post-teacher child assessment tool scores and the formative assessment data reports received from TS GOLD will provide baseline data to develop coaching and mentoring strategies. The coaching and mentoring system will include planning, reflection, and engagement in positive problem-solving conversations which is individualized to each teacher and educational assistant to address the individual strengths, needs, and interests. As the instructional coach, the P-3 Charter School Coach will focus on developing a collaborative, supportive relationship with teachers and educational assistants to build their capacity to develop high-quality, intentional lesson plans to further advance children's skills and knowledge in an engaging and supportive manner.

Family Surveys. The School Quality Survey (SQS) is a survey administered by HIDOE that asks teachers, students, parents, administrative staff, and instructional support staff their opinions of school quality. HIDOE administers SQS to all HIDOE schools and to any charter schools that request to participate. Either the SQS or a revised survey that focuses on early childhood issues may be created and administered, and copies of this completed survey given to the P-3 Charter School Specialist to review and determine if there are concerns that are systemic and need to be addressed by the Principal. A Corrective Action Plan will be forwarded to the Principal and Commission. The Principal and Commission will determine if a Corrective Action Plan is necessary.

ECERS-R. Each classroom will be observed annually by a trained and reliable assessor coordinated by the P-3 Charter School Specialist. Once the assessment report is finalized, the P-3 Charter School Specialist will forward it to the Principal of the charter school. The Principal will establish a system to share the reports with the preschool staff and the school's governing board. If the total score falls below 3.5, the Principal, with staff input, will develop a Corrective Action Plan. This plan will be filed with the Commission.

TS GOLD. The P-3 Charter School Specialist will have a program administrator account which will allow access to all charter school, teacher, and student data. The Principals will be given an administrator account for their respective schools to review and monitor their teachers' assessment activities. The P-3 Charter School Specialist will review the status of each teacher's

their children's knowledge, skills, and behaviors with fidelity. The Specialist will provide additional support and training to those teachers who have not completed their inter-rater reliability test. After each quarter, the Specialist will provide Principals with an Assessment Status Report and Class Profile Report to show completion of the quarterly assessment by the teachers as well as progress of the children's learning and development. The Specialist will work with the P-3 Charter School Coach to set up a *Corrective Action Plan*, if needed, to provide additional training and technical support to ensure child assessments are completed in a timely manner.

C. (2) (b) Hawaii's State Longitudinal Data System: Hawaii Data eXchange Partnership. Hawaii DXP currently works primarily with the education and workforce sectors, reporting on the transitional outcomes of HIDOE graduates to UII and on the transition of UII graduates to the workforce. Data sharing has been occurring between K-12, public postsecondary, and workforce since 2010. Demand for more data has steadily grown among HIDOE and the UH for the review of data coming from their particular geographic areas. For example, Hawaii DXP staff provide professional development training on the review and use of data for complex area leadership, administrators, and teachers/faculty. Stakeholder groups such as UH faculty have not previously encountered data which reports on student performance in high school coursework and enrollment into their first postsecondary gateway courses such as mathematics and English.

As data sharing occurs between early childhood program providers, educators, and K-12, Hawaii anticipates that the demand for early childhood data will grow in a similar trajectory as that for K-12 and postsecondary data since 2010. Presentation of data/reports to stakeholder groups such as legislators, educational leadership, early childhood program providers, and educators will increase awareness of student performance outcomes and focus discussions on the use of data for

continuous improvement.

C. (2) (c) Hawaii's Definition of School Readiness. Hawaii's definition of "school readiness" states that young children are ready to have successful learning experiences in school when there

is a positive interaction among the child's developmental characteristics, school practices, and family and community support." (See Appendix 2, Act 13, p. 4)

In this grant application, we go beyond this definition by including measureable child outcomes. In order to collect the data to measure school readiness, an ongoing observational system for assessing children from birth through kindergarten entry would be used by the preschool teachers and then continue into kindergarten. The tool that has been used in HIDOE schools, as well as local community early childhood programs, including all of Hawaii's Head Start classrooms, is TS GOLD, a comprehensive early learning assessment system.

By the end of December of each school year, all preschool children who have been identified as performing below "widely held expectation" for a preschooler will be provided with individualized instruction to support and meet their individualized learning and development needs. If needed, children showing early signs of learning difficulty will be given additional assessments to identify a need for specialized intervention services, including a possible referral for HIDOE special education services. By the end of each school year, a collaborative problem-solving process involving teachers, families, and specialists (if applicable) will have assisted preschool children in experiencing early school success.

By the end of each school year, at least 90% of the preschool students exiting the charter school preschool classroom will be at the "widely held expectation" or "exceeding" level for school readiness for level Pk-4 in all five domains of development using TS GOLD. (See Appendix 11, TS GOLD, p. 115)

The Commission, Hawaii P-20, EOEL, and ELAB will be working collaboratively with partners from DOH, the American Academy of Pediatrics-Hawaii Chapter, and the University of Hawaii John A. Burns School of Medicine (JABSOM) to ensure the health, behavioral, and developmental needs of children will be supported to ensure school readiness. Resources will be leveraged to ensure that children's development will be monitored from developmental screening to services, children's nutrition and physical activity are promoted, and that children in the preschool program participate in ongoing health care as part of the well-child visit.

C. (3) Measuring Child Outcomes. From 2002 to 2013, Hawaii public elementary schools have used a locally designed assessment tool, the Hawaii State School Readiness Assessment (HSSRA), to assess children's readiness to succeed in school and schools' readiness to support their learning. The HSSRA's school level data are compiled into two profiles:

- Early Education Profile: includes background school information and the degree to which educational policies and practices that support early learning are in place.
- Kindergarten Class Profile: indicates the proportion of entering kindergarten students
  who consistently display key skills and characteristics necessary for successful learning
  experiences in school. The five dimensions of the kindergarten class profile are
  Approaches to Learning; Academic Literacy concepts & skills, and Math concepts &
  skills; School Behaviors & Skills; Social-Emotional Behaviors; and Physical Well-Being.

Although the information gathered from the results of the HSSRA has been valuable, the HSSRA is not an individualized assessment, but rather, one that assesses the readiness of the majority of a class (at 75% or higher). Recognizing the importance of adopting an individualized kindergarten entry assessment, a pilot project with about 140 kindergarten teachers of 40 elementary schools began in the 2013-2014 school year. To align with a comprehensive assessment system used in the early learning programs, specifically the Head Start programs and major private preschool providers, TS GOLD assessment system was selected to be used as the pilot kindergarten entry assessment. TS GOLD has the psychometric properties, is being used nationwide, is linked to Common Core State Standards and HIDOE's General Learner Outcomes, has the capacity to link into a State longitudinal data system, has inter-rater reliability training for teachers, and has a train-the-trainer model. Because TS GOLD is an observation-based assessment tool, teachers gather evidences in an authentic and natural manner, using the everyday setting of the children.

Charter schools were not part of this pilot. However, for this grant the P-3 Charter School Specialist would be able to offer trainings for the charter school kindergarten teachers on observing children and recording the data and for the Principals on using the administrative.

functions of the TS GOLD system. Hawaii P-20 would be able to support the materials needed for the charter school kindergarten teachers through their private, matching funds.

During the spring of 2015, the P-3 Charter School Specialist will work with the Commission and Principals on reviewing TS GOLD and coming up with a unified strategy by June 2015 to make the following decisions:

- Identifying the 38 research-based learning objectives that will used which must cover the five essential domains of child development. Currently, HIDOE uses 23 objectives in its kindergarten classrooms;
- 2. Identifying the time frame for collecting the data. Currently, HIDOE has kindergarten teachers input data within the first four weeks of school;
- Identifying when the entry points will be used beyond the kindergarten entry assessment.
   TS GOLD has the capability of being used throughout the year as a formative assessment; and
- 4. Determining whether any of the language observations need to be adjusted for the Hawaiian Immersion programs. TS GOLD has expressed interest in working with Hawaii P-3 in adapting the tool for this purpose.

## Evidence for selection criterion (C):

Appendix 2, Act 13, p. 4

Appendix 7, Family Partnership Guidelines, p. 98

Appendix 8, AG Advice, p. 100

Appendix 9, 7 Guiding Principles, p. 107

Appendix 10, TS GOLD, p. 115

# D. Expanding High-Quality Preschool Programs in Each High-Need Community (56 or 60 points).

The extent to which the State articulates an ambitious and achievable plan for expanding High-Quality Preschool Programs in one or more High-Need Communities, including a description of how--

- (1) The State--
- (a) Has selected each High-Need Community that will be served, including a description of each High-Need Community and its geographic diversity, such as whether the community is located in rural and tribal areas; or
- (b) Will select each High-Need Community that will be served, including a description of how the State will ensure their geographic diversity, such as whether the community is located in a rural or tribal area.

Note: Applicants should address either (D)(1)(a) or (D)(1)(b). Applicants may receive up to eight points for addressing (D)(1)(a) or up to four points for addressing (D)(1)(b).

- (2) Each High-Need Community is currently underserved, including the number and percentage of four-year-olds in State Preschool Programs and other publically funded preschool programs (8 points).
- (3) The State conducted outreach, including consultation with tribes, if applicable, to potential Subgrantees and the process used in selecting each Subgrantee (4 points).
- (4) The State will subgrant at least 65 percent of its Federal grant award over the grant period to its Subgrantee or Subgrantees to implement and sustain voluntary, High-Quality Preschool Programs in one or more High-Need Communities, and--
- (a) Set ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served during each year of the grant period (16 points); and
  - (b) Incorporate in its plan (12 points):
- (i) Ambitious expansion of the number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Program; and
- (ii) Ambitious improvement of existing State Preschool Program slots to bring them to the level of a High-Quality Preschool Program by extending programs from half-day to Full-Day; limiting class size and decreasing child to staff ratios; employing and compensating a teacher with a bachelor's degree; or providing Comprehensive Services.

<u>Note</u>: Applicants may receive up to the full 12 points if they address only (D)(4)(b)(i) or (b)(ii) or if they address both (D)(4)(b)(i) and (b)(ii).

(5) The State, in coordination with each Subgrantee, intends to sustain High-Quality. Preschool Programs after the grant period, including any non-Federal support that the State or each Subgrantee commits to contribute (12 points).

### Evidence for selection criterion D

- Table (D)(4) and Table A. (See Tables (D)(4) and A in Excel spreadsheets)
- Any other supporting evidence the State believes will be helpful to peer reviewers.

### D. Expanding High-Quality Preschool Programs in Each High-Need Community

D. (1) (a) Hawaii Charter Schools. Hawaii currently has 34 public charter schools serving approximately 11,000 students across five of the Hawaiian Islands, including a school that just opened in the 2014-15 school year. Hawaii's public charter schools were founded on a profound respect for the native culture, people, and environment; and they value children and youth's inherent qualities of curiosity, diverse strengths and abilities, and their capacity to care and contribute. While all 34 current public charter schools have at least some Hawaiian cultural component, many have missions that are specifically focused on Hawaiian culture, and five are actual Hawaiian language immersion schools committed to providing a high quality education program in the context of the language, history, and practices of the indigenous Hawaiian culture. If awarded this grant, Hawaii will subgrant 71% of its Federal grant award over the grant period to selected charter schools that will serve as subgrantees to implement and sustain voluntary, high-quality preschool programs in their high-need community.

Currently, 18 public charter schools will be participating in the Preschool Development Grant. With three exceptions, these public schools are not the designated "home schools" for students in a particular geographic area and, therefore, typically serve students who live outside their neighborhoods beyond the geographic boundaries of the Hawaii State Department of Education's (HIDOE) complexes. Even the three participating conversion charter schools, which retain their attendance areas after converting from HIDOE schools to public charter schools, typically enroll students from outside their attendance areas.

### Selected Participating Charter Schools

School	Island/ HIDOE Complex	Current Grades	Free and Reduced Lunch	School Focus			
Kanu o ka Aina New Century Public Charter School	Hawaii Honokaa	K-12	64%	Hawaiian culture focus, community- based learning grounded in Native Hawaiian culture and language			
Volcano School of Arts & Sciences	Hawaii Kau	K-8	63%	Multi-disciplinary, project-based learning through arts and sciences, and specifically the ecosystems,			

School	Island/ HIDOE Complex	Current Grades	Free and Reduced Lunch	School Focus			
				geology and culture of the Volcano area			
Na Wai Ola Public Charter School	Hawaii Keaau	K-6	85%	Project-based learning with focus on agriculture and athletics			
Ke Kula o Nawahiokalaniopu u Iki, Laboratory Public Charter School	Hawaii Keaau	K-8	65%	Hawaiian language immersion, global learning with the Hawaiian speaking community; laboratory school status under the University of Hawaii at Hilo, Ka Haka 'Ula O Ke'elikõlani			
Hawaii Academy of Arts & Science Public Charter School	Hawaii Pahoa	K-12	80%	Holistic, community-based learning that support the people, culture, and the environment of Hawaii			
Kua o ka La New Century Public Charter School	Hawaii Pahoa	K-12	58%	Hawaiian culture focus, through Native Hawaiian values and place- based opportunities			
Innovations Public Charter School	Hawaii Kealakehe	K-8	32%	Student centered learning in multi- age groupings, inquiry and project- based focus, thematic integrative curriculum, arts and technology integration, and parent participation			
Kona Pacific Public Charter School	Hawaii Konawae na	K-8	57%	Holistic, hands-on, project-based education inspired by Waldorf education, Hawaiian culture, and sustainable agriculture			
Laupahochoc Community Public Charter School	Hawaii Laupahoc hoe	K-12	67%	Individualized learning plans and project-based learning in an interactive online learning environment			
Ka Umeke Kaeo	Hawaii Waiakea	K-12	77%	Hawaiian language immersion, with focus on science and the natural environment in content area studies and investigations			
Connections Public Charter School	Hawaii Waiakea	K-12	72%	Thematic and experiential learning that focus on how students construct knowledge using creative and critical thinking.			
Kanuikapono Public Charter School	Kauai Kapaa	K-12	48%	Hawaiian culture focus, community- centered and nature-based with programs in aquaculture and computer technologies			

School	Island/ HIDOE Complex	Current Grades	Free and Reduced Lunch	School Focus
Ke Kula o Niihau O Kekaha Learning Center	Kauai Waimea	K-12	95%	Hawaiian language immersion, perpetuation of the language and culture of the island of Niihau for children of the Niihau community living on the island of Kauai
Kihei Charter School	Maui Maui	K-12	28%	Student-centered, STEM, project-based learning with focus on 21 <sup>st</sup> century skills, science, technology, engineering (from partnership with Pacific Whale Foundation), math, and Project Lead the Way (nationally acclaimed engineering curriculum)
Kualapuu School: A Public Conversion Charter	Molokai Molokai	K-6	82%	Hawaiian language immersion, project-based and place-based learning that respects cultural values, beliefs, and traditions
Ke Kula o Samuel M. Kamakau, Laboratory Public Charter School	Oahu Castle	K-12	53%	Hawaiian language immersion, perpetuation of language, spirituality, culturally appropriate behaviors, and traditional knowledge
Malama Honua Learning Center	Oahu Kailua	K-4	100%	Hawaiian culture focus, project-based learning with foundations in core values and key attributes of a navigator, and family/community engagement
Kamaile Academy, Public Charter School	Oahu Waianae	K-12	80%	Hawaiian culture focus, emphasis on Hawaiian values through family/community engagement, enrichment opportunities and expanded learning time

<u>D. (2). Charter School Communities.</u> **Island of Hawaii:** There are 2,473<sup>1</sup> four-year-old children living on the island of Hawaii of which 1,510 (61%) are four-year-olds of families who are at or below 200% of the federal poverty level. Currently, 498 of these low income children (33%) participate in the HIDOE preschool program (154) or Head Start programs (344). The percentage of Native Hawaiian students on the island of Hawaii is 41%.

<sup>&</sup>lt;sup>1</sup> All numbers were estimated based on analysis of data collected from the U.S. Census, National Center for Health Status, and Integrated Public Use Microdata Series.

The 11 participating public charter schools on the island of Hawaii are located in eight HIDOE complexes (i.e., the elementary and middle schools that feed into a high school): Honokaa, Kau, Kcaau, Kcalakehe, Konawaena, Laupahoehoe, Pahoa, and Waiakea. The percentage of students who participate in the free and reduced lunch (FRL) program ranges from 52% in Waiakea Complex to 96% in Kau Complex. Those who receive special education services range from 9% in Kealakehe Complex to 19% in Laupahoehoe Complex. The percentages identified as English Language Learners (ELL) range from 3% in Waiakea Complex to 23% in Kau Complex. Migrant and/or homeless children have been identified in every complex. There are 19 to 44 children on waitlists for Hawaii State Department of Human Services (DHS)-licensed community preschool programs in the area.

Island of Kauai: There are 860 four-year-old children living on the island of Kauai, of which 383 (45%) are four-year-olds from families who are at or below 200% of the federal poverty level. 171 (45%) of these children attend a state or publically-funded preschool program: 36 in the HIDOE program and 135 in Head Start programs. The percentage of Native Hawaiian students on the island of Kauai is 33%.

The two participating public charter schools on the island of Kauai are located in two complexes; Kapaa and Waimea. More than half participate in the FRL Program in Kapaa Complex (52%) and in Waimea Complex (54%); receive special education services in Kapaa Complex (11%) and 7% in Waimea (7%); in both migrant and homeless children have been identified and in Waiakea (23%) and in Kau Complex are identified as ELL.

Island of Maui: There are 1,797 four-year-old children living on the island of Maui, of which 816 (45%) are four-year-olds from families who are at or below 200% of the federal poverty level. 247 (30%) of these low income children participate in the HIDOE preschool program (14) and in Head Start programs (233). The percentage of Native Hawaiian students on the island of Maui is 28%.

The public charter school on the island of Maui is located in the Maui Complex, in which students participate in the FRL Program (53%), receive special education services (8%), and are identified as ELL (14%). Homeless children have been identified in this complex, and there are 117 children on waitlists for DHS-licensed community preschool programs.

**Island of Molokai:** There are 166 four-year-old children living on the island of Molokai, of which 107 (65%) are four-year-olds from families who are at or below 200% of the federal poverty level. 60 (36%) of these low income children are enrolled in the HIDOE preschool program (20) and in Head Start programs (40). The percentage of Native Hawaiian students on the island of Molokai is 48%.

The public charter school on the island of Molokai is located in the Molokai Complex, in which 73% of students participate in the FRL Program, 13% receive special education services, and 4% are identified as ELL. There are 11 children on the waitlist for the DHS-licensed community preschool programs in the area.

Island of Oahu: There are 12,101 four-year-old children living on the island of Oahu, of which 3,856 (32%) are four-year-olds from families who are at or below 200% of the federal poverty level. 1,785 (46%) of these income-eligible four-year olds are enrolled in the HIDOE preschool program (116) and in Head Start programs (1,669). The percentage of Native Hawaiian students on the island of Oahu is 27%.

The three participating public charter schools on the island of Oahu are located in three complexes: Castle, Kailua, and Waianae. The percentages of students who participate in the FRL Program range from 50% in Castle Complex to 78% in Waianae Complex. Those who receive special education services represent 13% in each complex, and from 2% of students in Castle Complex to 6% in Waianae Complex are identified as ELL. Homeless children have been identified in all three complexes.

Island and Other Hawaii State Department of Education Data

Island	Hawaii State Department of Education Complex	4-Year-Olds At or Below 200% Federal Poverty Level (%)	Free and Reduced Lunch (%)	IDEA (%)	ELL (%)	Native Hawaiian Students (%)	Migrant Children (Y)	Homeless Children (Y)	Kindergartner Attended Preschool (%)	Proportion Ready for Kindergarten	Dropout (%)	Department of Human Services- Licensed Preschool Waitlist (September 2014)
Hawaii		61%				41%						
	Honokaa		66%	11%	7%	39%		Y	57%	3/4	9%	23.
	Kau		96%	12%	23%	45%	Y	Y	51%	1/2	13%	No data
	Keaau		80%	14%	9%	47%		Y	42%	1/2	14%	44
	Kealakehe		60%	9%	13%	34%	Y	Y	47%	1/2	10%	92
	Konawaena		70%	10%	10%	45%	Y		56%	1/2	13%	19
	Laupahoehoe		70%	19%	7%	36%	Y		50%	1/2	13%	No data
	Pahoa		88%	14%	5%	47%		Y	55%	1/2	13%	45
	Waiakea		52%	11%	3%	39%		Y	66%	1/2	16%	35
Kauai		45%				33%						
	Kapaa		52%	11%	5%	34%	Y	Y	58%	1/2	14%	No data
	Waimea		54%	7%	7%	41%	Y	Y	64%	3/4	12%	No data
Maui		45%				28%						
	Маці		53%	8%	14%	19%		Y	49%	1/2	14%	146
Molokai		65%				•			•			•
	Molokai		73%	13%	4%	48%			81%	3/4	16%	13
Oahu		32%				27%						
	Castle.		50%	13%	2%	50%		Y	74%	1/2.	17%	97
	Kailua		56%	13%	3%	54%		Y	77%	1/2	23%	19
	Waianae		78%	13%	6%	62%		Y	45%	1/2.	26%	58

### **Profiles of Participating Schools**

Kanu o Ka Aina New Century Public Charter School (KANU) is an accredited, Title 1 public charter school that is part of the Honokaa Complex of Hawaii public schools an ethnically and economically diverse community, serving students in kindergarten to grade 12, and was authorized in 2000. This community has suffered economically from the shutdown of the sugar industry that had sustained this rural community for decades and 33% of adults in the community have a high school diploma, and 9% have not graduated from high school.

During the 2012-13 school year, out of 240 students, 64% participated in the FRL program and 8% received special education services. KANU is a Native Hawaiian cultural-focused school

that uses bilingual instruction. In the Honokaa Complex, there is an identified population of homeless families that include preschool- and kindergarten-age children in the community; students participate in the FRL program (66%), are Native Hawaiian (39%) and do not complete high school (9%). The school does not have a state preschool program, but has a non-profit preschool on its campus. However, families in this school-community have limited access to free and/or alternative affordable high quality preschool options in the surrounding area, as indicated by the waitlists of HIDOE and DHS-licensed community preschool programs located in the community, including waitlists at nearby Head Start classrooms and only 57% of kindergartners have attended preschool, and of which, approximately 75% have been assessed to be kindergarten-ready upon entry to school.

Schools in the Keaau, Kau, and Pahoa Complexes

Five schools--Volcano School of Arts & Sciences, Na Wai Ola, and Ke Kula o Nawahiokalaniopuu Iki, Hawaii Academy of Arts and Sciences, and Kua o ka La New Century Public Charter School—are located in HIDOE's Keaau-Kau-Pahoa Complex Area (consisting of several complexes) on the island of Hawaii, which is one of two areas in the State designated by HIDEO as a Zones of School Innovation (ZSI) and funded by the Race to the Top Grant, which has just ended. The focus of the ZSI strategy is to target support for struggling schools in rural, hard-to-staff areas with the largest population of Native Hawaiian and economically-disadvantaged students. The Keaau-Kau-Pahoa Complex Area spans over 320,000 acres and is further challenged by limited access to public transportation. Furthermore, these communities have been impacted by two natural disasters that are severely affecting this area of the island and intensifying the need for free or affordable preschool services.

Volcano School of Arts & Sciences (Volcano) is an accredited, Title 1 public charter school serving students in kindergarten to grade eight, and was authorized in 2001. During the 2012-13 school year, out of 181 students, 63% participated in the FRL program, 2% were identified as ELL, and 12% received special education services. Located in the Volcano area, a designated rural community on the island of Hawaii, it is part of the Kau Complex. In the Kau Complex, students participate in the FRL program (96%), are Native Hawaiian (45%), do not complete high school (13%). This complex also has an identified population of migrant and homeless

families that include preschool- and kindergarten-age children who do not have access to quality programs.

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The school does not have a state preschool program, and families in this school-community have limited access to free and/or affordable high-quality preschool options in the surrounding area, as indicated by the waitlists of HIDOE and DHS-licensed community preschool programs, including the waitlists at nearby Head Start classrooms. Only 51% of kindergartners have attended preschool, and of those, approximately 50% have been assessed to be kindergarten-ready upon entry to school.

Na Wai Ola is a Title 1 public charter school serving students in kindergarten to grade six, and was authorized in 2000. During the 2012-13 school year, out of 161 students, 85% participated in the FRL program, 4% were identified as ELL, and 7% received special education services. The school also has an identified migrant and homeless student population. Located in the Mountain View area, a designated rural community on the island of Hawaii, it is part of the Keeau Complex. In the Keaau Complex, students participate in the FRL program (80%), are Native Hawaiian (47%) and drop out of high school (14%). Na Wai Ola does not have a State preschool program. Furthermore, families in this school-community have limited access to affordable high-quality preschool options in the surrounding area, as indicated by the waitlists of HIDOE and DHS-licensed community preschool programs and waitlists at nearby Head Start classrooms. Only 42% of kindergartners have attended preschool, and of those, approximately 50% have been assessed to be kindergarten-ready upon entry to school. The school is led by a former Head Start Director for the island of Hawaii.

**Ke Kula o Nawahiokalaniopuu Iki, Laboratory Public Charter School (Nawahi)** is an accredited, Title 1 public charter school serving students in kindergarten through grade eight, and was authorized in 2001. It is a Native Hawaiian language immersion school. During the 2012-13 school year, out of 265 students, 65% participated in the FRL program, and 1% received special education services. Located in the Keaau area on the island of Hawaii, it is part of the Keaau Complex. In the Keaau Complex, students participate in the FRL program (80%), are Native Hawaiian (47%), and do not complete high school (14%). The school does

not have a state preschool program. Furthermore, families in this school-community have limited access to free and/or affordable high-quality preschool options in the surrounding area, as indicated by the waitlists of DHS-licensed community preschool programs located in the community, including waitlists at nearby Head Start classrooms. Only 42% of kindergartners have attended preschool, and of those, approximately 50% have been assessed to be kindergarten-ready upon entry to school.

Hawaii Academy of Arts & Sciences Public Charter School (HAAS) is an accredited, Title 1 public charter school serving students in grades kindergarten to 12, and was authorized in 2001. During the 2012-13 school year, out of 582 students, 80% participated in the FRL program, 1% were identified as ELL, and 7% received special education services. The school also has a migrant and homeless student population. Located in the Pahoa area on the island of Hawaii, it is part of the Pahoa Complex. In the Pahoa Complex, 88% of students participate in the FRL program (88%), are Native Hawaiian (47%), and do not graduate from high school (13%). The school does not have a state preschool program and families in this school-community have limited access to affordable high-quality preschool options in the surrounding area, as indicated by the waitlists of DHS-licensed community preschool programs including Head Start programs located in the community. 55% of kindergartners have attended preschool, and of those, approximately 50% have been assessed to be kindergarten-ready upon entry to school.

Kua o ka La New Century Public Charter School (Kua o ka La) is a Title 1 public charter school serving students in grades kindergarten to 12, and was authorized in 2001. During the 2012-13 school year, out of 252 students, 58% participated in the FRL program, 3% were identified as ELL, and 10% received special education services. The school also has an identified migrant and homeless student population. Located in the Pahoa area on the island of Hawaii, this school is also part of the Pahoa Complex. The school does not have a state preschool program. Like HAAS, families in this school-community have limited access to affordable high-quality preschool options in the surrounding area, as indicated by the waitlists of the DHS-licensed community preschool programs located in the community, including waitlists at nearby Head Start classrooms.

Innovations Public Charter School (Innovations) is a public charter school serving students in grades kindergarten through grade 8, and was authorized in 2001. During the 2012-13 school year, out of 224 students, 32% participated in the FRL program and 8% received special education services. Located in the Kailua-Kona area on the island of Hawaii, it is part of the Kealeakehe Complex. In the Kealakehe Complex, students participate in the FRL program (60%), are Native Hawaiian (34%) drop out of high school (10%), and there is an identified population of migrant and homeless families that include preschool- and kindergarten-age children in the community. Furthermore, there is not a state funded preschool program and limited access to free and/or affordable high-quality preschool options in the surrounding area, as indicated by the waitlists of DHS-licensed community preschool programs located in the community, including waitlists at nearby Head Start classrooms. Only 47% of kindergartners have attended preschool, and of those, approximately half have been assessed to be kindergarten-ready upon entry to school. Based on U.S. Census estimated data, 32% of adults in the community have a high school diploma, and 7% have not graduated from high school.

Kona Pacific Public Charter School (Kona Pacific) is a Title 1 public charter school serving students in grades kindergarten through grade eight, and was authorized in 2007. During the 2012-13 school year, out of 234 students, 57% participated in the FRL program, 3% were identified as ELL, and 5% received special education services. The school also has an identified migrant student population. Located in the Kealakekua area on the island of Hawaii, it is part of the Konawaena Complex of Hawaii public schools. In the Konawaena Complex, there are large percentages of students in the FRL program (70%), are Native Hawaiian (45%), drop out of high school (13%) and an identified population of migrant families that include preschool- and kindergarten-age children in the community. Families in this schoolcommunity have limited access to free and/or affordable high-quality preschool options in the surrounding area, as indicated by the waitlists of DHS-licensed community preschool programs located in the community, including waitlists at nearby Head Start classrooms, only 56% of kindergartners have attended preschool, and of whom, approximately 50% of these students have been assessed to be kindergarten-ready upon entry to school. Based on U.S. Census estimated data, 35% of adults in the community have a high school diploma, and 9% have not graduated from high school. The school does not have a State preschool program.

Laupahoepahoe Community Public Charter School (Laupahoehoe) is an accredited, Title 1 public charter school, and was authorized in 2011 to convert from a DOE public school, and serves students in grades kindergarten to 12. During the 2012-13 school year, out of 199 students, 67% participated in the FRL program, 8% were identified as ELL, and 19% received special education services. Located in the Laupahoehoe area, a designated rural community on the island of Hawaii with a Native Hawaiian population (36%) and an identified population of migrant families that include preschool- and kindergarten-age children in the community, it is the only school in the Laupahoehoe Complex. 13% of students eventually drop out of high school and only 28% of adults in the community have a high school diploma. At Laupahoehoe, there is not a state preschool program, but a program that serves several preschool-aged children with federal funds under the Individuals with Disabilities Education Act (IDEA). Other than this program, families in this school-community have very limited access to other free and/or affordable high-quality preschool services options in the surrounding area, only 50% of kindergartners have attended preschool.

Ka Umeke Kaeo (Ka Umeke) is an accredited, Title 1 public charter school serving students in grades kindergarten to 12, and was authorized in 2001. It is a Native Hawaiian language immersion school, with a 96% Native Hawaiian student population. During the 2012-13 school year, out of 281 students, 77% participated in the FRL program and 9% received special education services. The school also has an identified homeless student population. Located in the Keaukaha area on the island of Hawaii, and is part of the Waiakea Complex. In the Waiakea Complex, students participate in the FRL program (52%), kindergarteners have attended preschool (66%), and of those, approximately 50% have been assessed to be kindergarten-ready upon entry to school, are Native Hawaiian (39%), students eventually drop out of high school (16%), has an identified population of homeless families that include kindergarten-age children in the community. Based on U.S. Census estimated data, 28% of adults in the community have a high school diploma, and 11% have not graduated from high school. Furthermore, families in this school-community have limited access to free and/or affordable high-quality preschool options in the surrounding area, as indicated by the waitlists of DHS-licensed community preschool programs located in the community.

Connections Public Charter School (Connections) is a Title I public charter school serving students in kindergarten to grade 12, and was authorized in 2000. During the 2012-13 school year, out of 362 students, 72% participated in the FRL program, 2% were identified as ELL, and 15% received special education services. The school also has an identified migrant and homeless student population. Located in the Hilo area on the island of Hawaii, it is part of the Waiakea Complex. In the Waiakea Complex, 52% of students participate in the FRL program, 66% of kindergartners have attended preschool, and of those, approximately 50% have been assessed to be kindergarten-ready upon entry to school. 39% of students are Native Hawaiian and 16% of students eventually drop out of high school. This complex also has an identified population of homeless families that include kindergarten-age children in the community. Based on U.S. Census estimated data, 28% of adults in the community have a high school diploma, and 11% have not graduated from high school. The school does not have a State preschool program. Furthermore, families in this school-community have limited access to free and/or affordable high-quality preschool options in the surrounding area, as indicated by the waitlists of DHS-licensed community preschool programs located in the community.

Kanuikapono Public Charter School (Kanuikapono) is a Title 1 public charter school serving students in kindergarten to grade 12, and was authorized in 2001. Located in the Anahola area on the island of Kauai and part of the Kapaa Complex, the school has an instructional focus that is nature-based, with strong emphasis on Native Hawaiian culture and learning. During the 2012-13 school year, out of 143 students, 48% participated in the FRL program, 2% were identified as English Language Learners (ELL), and 5% received special education services. In the Kapaa Complex, 52% of students participate in the FRL program, 58% of kindergartners have attended preschool, and of those, approximately 50% have been assessed to be kindergarten-ready upon entry to school. 34% of students are Native Hawaiian; and 14% of students eventually drop out of high school. This complex also has an identified population of migrant and homeless families that include preschool- and kindergarten-age children in the community. Based on U.S. Census estimated data, 31% of adults in the community have a high school diploma, and 9% have not graduated from high school. The school does not have a state preschool program. Furthermore, families in this school-

community have limited access to free and/or affordable high quality preschool options in the surrounding area, as indicated by the waitlists at nearby Head Start classrooms.

Ke Kula o Niihau O Kekaha Learning Center (Ke Kula Niihau) is a Title 1 public charter school, dedicated to serve only Native Hawaiian children and youth from the community of the privately-owned island of Niihau who now live on the island of Kauai. Part of school's focus is to serve families who speak the Niihauan dialect of Hawaiian and to preserve that dialect, an issue of enormous cultural significance. The school provides kindergarten to grade 12 instruction, and was authorized in 2001. During the 2012-13 school year, out of 38 students, 95% participated in the FRL program, 31% were identified as ELL, and 8% received special education services. Located in the Kekaha area of Kauai, the school has a Native Hawaiian culture focus school and is part of the Waimea Complex. The school does not have a state preschool program, but has a non-profit preschool on its campus. However, families in this school-community have limited access to alternative affordable high quality preschool options in the surrounding area.

Kihei Charter School (Kihei) is an accredited public charter school serving students in kindergarten to grade 12, and was authorized in 2001. During the 2012-13 school year, out of the school's 578 students, 28% participated in the FRL program and 4% received special education services. Located in the Kihei area on the island of Maui, an ethnically and economically diverse community, it is in the Maui Complex. In the Maui Complex, half of the students participate in the FRL program (53%), have attended preschool (49%), and of those, approximately 50% have been assessed to be kindergarten-ready upon entry to school. 19% of students are Native Hawaiian and 14% of students eventually drop out of high school. This complex also has an identified population of homeless families that include preschool- and kindergarten-age children in the community. Based on U.S. Census estimated data, 31% of adults in the community have a high school diploma, and 12% have not graduated from high school. The school does not have a state preschool program. Furthermore, families in this school-community have limited access to affordable high-quality preschool options in the

surrounding area, as indicated by the waitlists of DHS-licensed community preschool programs located in the community, including waitlists at nearby Head Start classrooms.

Kualapuu School: A Public Conversion Charter (Kualapuu) is an accredited, Title 1 public charter school, converted from a DOE public school in 2004, and serves students in preschool to grades six. It is as Native Hawaiian language immersion school, with a 90% Native Hawaiian student population. The school emphasize the cultural experiences of a rural community and supports the family as the child's first teacher. During the 2012-13 school year, out of 377 students, a large percentage participated in the FRL program (82%), 2% were identified as ELL, and 6% received special education services. Located in the Kualapuu area, a designated rural community on the island of Molokai, it is part of the Molokai Complex. In the Molokai Complex, a larger percentage of students participate in the FRL program (73%), have been assessed to be kindergarten-ready upon entry to school (75%), are Native Hawaiian (48%), and don't complete high school (16%). This complex also has an identified population of homeless families that include kindergarten-age children in the community. The school does not have a state preschool program, and its current non-profit preschool on its campus will be closing due to loss of funding. Even though 81% of the children attend preschool, families in this school-community have limited access to alternative free and/or affordable high-quality preschool options in the surrounding area, as indicated by the waitlists of DHS community preschool programs located in the community, including waitlists at nearby Head Start classrooms.

Ke Kula o Samuel M. Kamakau, Laboratory Public Charter School (Kamakau) is an accredited, Title 1 public charter school serving students in preschool to grade 12, and was authorized in 2001. It is a Native Hawaiian language immersion school. During the 2012-13 school year, out of 134 students, 53% participated in the FRL program. Located in Kaneohe on the island of Oahu, it is part of the Castle Complex. In the Castle Complex, students participate in the FRL program (50%), are Native Hawaiian (50%), and do not complete high school (17%). 74% of kindergartners have attended preschool, and of those, approximately 50% have been assessed to be kindergarten-ready upon entry to school. This school does not have a state-funded preschool program, but has a non-profit preschool on its campus, which is not affordable for many of the families in this school-community and these families have limited

access to alternative free and/or affordable high-quality preschool options in the surrounding area, as indicated by the waitlists of DHS-licensed community preschool programs located in the community, including waitlists at nearby Head Start classrooms. In addition, this complex also has an identified population of homeless families that include preschool- and kindergartenage children in the community.

Malama Honua Learning Center (Malama Honua) is a public charter school serving students in kindergarten to grade four that was authorized in 2013 and opened during the 2014-15 school year. Malama Honua focuses on perpetuating Hawaiian cultural values with contemporary 21<sup>st</sup> century skills. Located in Waimanalo on the island of Oahu, a community that includes a large Hawaiian Home Land community with a predominantly Native Hawaiian population, the school is part of the Kailua Complex. In the Kailua Complex, students participate in the FRL program (56%), are Native Hawaiian (54%), do not finish high school (23%). Kindergartners have attended preschool (77%), and of those, approximately 50% have been assessed to be kindergarten-ready upon entry to school. This community is quite diverse and also has an identified population of homeless families that include preschool- and kindergarten-age children in the community. The school does not have a state preschool program and Waimanalo has limited access to free and/or affordable high-quality preschool options in the community, as indicated by the waitlists of DHS-licensed community preschool programs and Head Start programs in the community.

Kamaile Academy, Public Charter School (Kamaile) is a Title 1 public charter school that was authorized in 2007 as a conversion from a DOE school and serves students in kindergarten to grade 12. Kamaile Academy is situated in a large Hawaiian Home Land community with a predominantly Native Hawaiian population, 59% of the students are Hawaiian. During the 2012-13 school year, 925 students participated in FRL program (80%); were ELL (11%); and received special education services (12%). The school is located in the Waianae area on the island of Oahu, the other area in the state that was designated as a Zones of School Innovation by HIDOE. The Waianae Complex, has high percentages of students who participate in the FRL program (78%), are Native Hawaiian (62%), drop out of high school (26%), are homeless, and are not kindergarten ready (50%). The school does not have a state preschool program, although a non-profit preschool operates on its campus. However, families in this school-community have limited access to alternative affordable high-quality preschool options in the

surrounding area, as indicated by the waitlists of HIDOE and DHS-licensed community preschool programs located in the community, including waitlists at nearby Head Start classrooms.

D. 3. Preschool Development Grant Participant Selection Process. Initial statewide research into elementary schools that serve over 50% FRL students revealed an inordinately high number of charter schools in that category. An outreach program was conducted that included surveys to all public charter elementary schools statewide regarding their current FRL student status, the availability of affordable preschool programs in their community, access to comprehensive support services, their commitment to comply with other program requirements (specifically the components of a high-quality program as defined in the application), the support of the Principal, and the availability of facilities. Other criteria considered in the selection process included whether or not the school was in a rural area, and the percentages of Native Hawaiian, homeless, and migrant students.

Following the survey and a review of the data, one-to-one consultation took place with principals to determine readiness, the ability to fill projected student spaces, capacity, and the commitment to program requirements and objectives. Based on the responses, the pool of schools was narrowed and final selections were made.

<u>D. 4. (a) Number of Children Served.</u> The estimated number of children served per school is 20. (See attached Table A) Due to limited preschool offerings in the communities identified, the estimates of children served per year are the following:

Year 1	Year 2	Year 3	Year 4	TOTAL
4 Classrooms	6 Classrooms	18 Classrooms	18 Classrooms	46 Classrooms
80 Children	120 Children	380 Children	380 Children	920 Children

D. 4. (b) (i). Implementing Quality. The main goal for the Preschool Development grant is to create new, full time high quality preschool programs for low to moderate income families that meet the needs of Native Hawaiians and other culturally diverse families.

- Provide training in Hawaii Early Learning and Development Standards (HELDS),
   Classroom Assessment Scoring System (CLASS), and Teaching Strategies GOLD (TS GOLD).
- Develop and implement culturally and linguistically responsive family engagement strategies/plans
- Develop and implement comprehensive services to include screenings for hearing, vision, dental, health (including mental health), and development; referrals to and assistance with obtaining services, when appropriate; nutrition services; coordination of services with HIDOE (special education) and Hawaii State Department of Health (DOH) early intervention providers

Goal: Create new, full time high quality preschool programs for low to moderate income families that meet the needs of Native Hawaiians and other culturally diverse families.

Key Activities	Milestones and Performance Measures				
Provide training	Pre-Opening	Year Onc	Year Two	Year Three	Year Four
in HELDS, CLASS, and GOLDS	100% of teachers and staff will understand training requirements and be familiar with each assessment tool	100% of teachers and staff will have completed the first phase of training in each tool	Continued training and implementation of all tools. Develop process for shared learning and professional exchange to further develop teacher practice.	Full implementation of all tools. Continue shared learning, data analysis, and professional exchange to improve teacher practice.	Full implementation of all tools. Continue shared learning, data analysis, and professional exchange to improve teacher practice.
Develop and implement family engagement strategies/plans	Identify/hire personnel to develop and implement family engagement program	100% will attend training on family engagement strategies and develop and implement a plan that includes program objective targets.	100% of schools will evaluate year one family engagement program data, share learning/challenges with other schools, plan for improvement, and fully implement plan.	100% full implementation, including continuous improvement efforts	100% full implementation, including continuous improvement efforts
Develop and implement comprehensive services plan	Identify/hire personnel to develop and implement comprehensive services plan	100% of schools will survey local resources, develop partnerships, develop plan that includes program objective targets and fully implement plan.	100% of schools will fully implement plan.	100% of schools will fully implement plan.	100% of schools will fully implement plan.

<u>D. (5) Sustainability.</u> The Early Learning Advisory Board (ELAB) will create a Committee on Sustainability to collaborate with public and private organizations to maintain the current level of funding for early childhood education, and increase funding to build a comprehensive high-quality Preschool system throughout the state. This work will include communication with, and education of, policymakers on the progress of the Preschool Development Grant. Members of this committee will include representatives of private foundations, government agencies, and

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legislators. This Committee will be formed within two months following the awarding of the grant.

In addition to ELAB, the University of Hawaii's Hawaii P-20 Partnerships for Education (Hawaii P-20), which is funded primarily through foundational support, will continue to look for private funding for supporting the quality supports necessary to implement a high-quality program. As may be necessary to ensure sustainability, state general funds also will be sought through biennial budget requests to the Legislature from the Commission, starting in the 2017 legislative session.

Evidence for selection criterion D

Table A

- E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships (50 points). The extent to which the State has an ambitious and achievable plan to ensure that each Subgrantee is effectively implementing High-Quality Preschool Programs, including a description of--
- (1) The roles and responsibilities of the State and Subgrantee in implementing the project plan (2 points).
- (2) How the State plans to implement High-Quality Preschool Programs, including the organizational capacity and existing infrastructure of the Subgrantee to provide High-Quality Preschool Programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of High-Quality Preschool Programs (6 points).
- (3) How the State will ensure that each Subgrantee minimizes local administrative costs (2 points).
- (4) How the State and Subgrantee will monitor the Early Learning Providers to ensure they are delivering High-Quality Preschool Programs (4 points).
- (5) How the State and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development (4 points).
- (6) How the State and Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, State Preschool Programs and programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act (6 points).
- (7) How the Subgrantee will integrate, to the extent practicable, High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings, including those that serve children from families with incomes above 200 percent of the Federal Poverty Line (6 points).
- (8) How the Subgrantee will deliver High-Quality Preschool Programs to Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural or tribal areas; who are from military families; and other children as identified by the State (6 points).
- (9) How the State will ensure the Subgrantee implements culturally and linguistically responsive outreach and communication efforts to enroll children from families with Eligible Children, including isolated or hard-to-reach families; helps families build protective factors; and engages parents and families (e.g., builds capacity to support children's learning and development) as decision-makers in their children's education (4 points).
- (10) How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate, including a description of how the State will ensure that each Subgrantee (10 points) --
- (a) Partners with LEAs or other Early Learning Providers, as appropriate, to carry out activities that provide children and their families with successful transitions from preschool into kindergarten; and

- (b) Coordinates and collaborates with LEAs or other Early Learning Providers, as appropriate, in--
- (i) Providing opportunities for early educators to participate in professional development on early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education;
- (ii) Providing family engagement, support, nutrition, and other Comprehensive Services and coordinating with other community partners to ensure families' access to needed supports;
- (iii) Supporting full inclusion of Eligible Children with disabilities and developmental delays to ensure access to and full participation in the High-Quality Preschool Program;
- (iv) Supporting the inclusion of children who may be in need of additional supports, such as children who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State;
- (v) Ensuring that High-Quality Preschool Programs have age-appropriate facilities to meet the needs of Eligible Children;
- (vi) Developing and implementing a systematic procedure for sharing data and other records consistent with Federal and State law; and
- (vii) Utilizing community-based learning resources, such as libraries, arts and arts education programs, and family literacy programs.

## Evidence for selection criterion (E):

• Any supporting evidence the State believes will be helpful to peer reviewers.

### E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships

E. (1) The Roles and Responsibilities for the State and Subgrantees. The lead agency and contact for the Preschool Development Grant is the Hawaii State Public Charter School Commission (Commission). The Commission is administratively attached to Hawaii Department of Education (HIDOE). (See Appendix 12, DOE Org Chart, p. 118) The Commission will be the liaison between the State of Hawaii and the U.S. Department of Education (USDOE). The Commission is the legal authorizing authority of Hawaii public charter schools, and is comprised of a diverse and talented group of leaders appointed by the Hawaii Board of Education (BOE) on an unpaid, volunteer basis. It will work directly with charter schools to distribute grant funding, gather data as required, and fulfill reporting requirements. The mission of the Commission is "to authorize high-quality public charter schools throughout the State." (See Appendix 130, Act 130, p. 119)

The Commission's nine members are statutorily required to show a commitment to education; demonstrate a record of integrity, civic virtue, and high ethical standards; be available for constructive engagement; and have knowledge of best practices. Each member has an understanding of best practices in charter school educational governance or is willing to be trained in such.

The Commission will work directly with the charter schools to distribute funding, gather data as required, and fulfill reporting requirements. The Commission will be responsible for being the liaison between the State of Hawaii and USDOE. The Commission will prepare any reports and will serve as the lead contact for the Preschool Development Grant.

The Early Learning Advisory Board (ELAB) will support the Executive Office on Early Learning (EOEL) as it moves from the Governor's Office to the Hawaii State Department of Education (HIDOE) as an agency attached for administrative purposes only. In addition, ELAB will form three committees specifically for the purposes of maximizing the benefits of this grant:

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Committee for Community Needs Assessment: This committee's purpose is to work with

EOEL to conduct an annual community needs assessment to determine the current availability of

high-quality preschool programs.

Committee on Continuous Quality Improvement: This committee's purpose is to assess the

progress and impact of the Preschool Development Grant in the State of Hawaii, and make

recommendations to EOEL regarding future development and expansion of a high-quality

preschool system for all children.

Committee on Sustainability: This committee's purpose is to collaborate with public and

private organizations to maintain the current level of funding for early childhood education, and

to increase funding to build a comprehensive high-quality preschool system throughout the state.

The 18 charter schools will be responsible for implementing a high-quality preschool program.

This involves incorporating evidence-based and nationally recognized structural elements that

are important for ensuring program quality outlines in this application.

The University of Hawaii (UH) is the state's only public higher education system. Hawaii P-20,

an administrative unit with UH, is a statewide partnership led by the EOEL, HIDOE, and UH

which works to strengthen the education pipeline from early childhood through higher education

so that all students achieve college and career success. Hawaii P-20's partners share a sense of

urgency about the need to improve Hawaii's educational outcomes in an increasingly global

economy, and have established a goal of 55% of Hawaii's working age adults having a two- or

four-year college degree by the year of 2025.

Hawaii P-20 will work on the grant with two of its divisions--Hawaii P-3 Initiative (Hawaii P-3)

and Hawaii Data eXchange Partnership (DXP)--with the goal of promoting the development of a

cohesive continuum of early learning experiences from early learning and development programs

through grade 3. (see Appendix 14, P20 Org Chart, p. 122)

DXP will:

- Develop and implement a data governance structure for the early childhood sector.
- Produce three Memoranda of Understanding (MOU) with early childhood organizations to share data with Hawaii DXP.
- Create data mapping across data sharing partners.
- Coordinate, develop, and finalize a minimum of two reports for annual production

### Hawaii P-3 will:

- Provide professional development to the charter schools, the Commission, ELAB, and EOEL on implementing quality indicators.
- Collect valid and reliable observational data from the charter schools to be used for
  quality improvement. This includes a biannual Classroom Assessment Scoring System
  (CLASS) observation and an annual Early Childhood Environment Rating Scale-Revised
  (ECERS-R) assessment.
- Provide individual coaching and technical assistance to all preschool teachers and educational assistants in the 18 charter schools.
- Coordinate the P-3 Learning Lab that will bring together the preschool charter school leaders throughout the state to share ideas and strategically plan with the Commission,
   Hawaii P-20, ELAB, and EOEL. The learning lab will be facilitated by a content expert.
- E. (2) Implementing the Charter School Preschool Program: Existing Infrastructure. The Commission has the current organizational capacity and existing infrastructure to ensure that the charter schools implement their self-developed preschool plans. The Commission is organized with a staff that includes the Executive Director, Chief of Operations Officer, and Financial, Academic, and Organizational Performance Managers to oversee the implementation of a new, robust charter school accountability system for the performance of charter schools (see Appendix 15, Charter Org Chart, p. 123) The Commission utilizes an online monitoring and reporting system for the schools that provides the schools with a master calendar for monitoring and reporting requirements and a convenient online platform for submitting required information. Charter schools are issued reminders, warnings, and a star-based rating of performance based on

timeliness of response. For example, the schools use this system to submit information under the Commission's Organizational Performance Framework which communicates to the charter school and the public the compliance-related standards that the charter school must meet. The Organizational Performance Framework includes the standards that the charter school is already required to meet through state and federal law, rules, or the charter contract. (See Appendix 16, Performance Framework, p. 124) The system has dramatically improved the response rate of schools, and the overall on-time submittal of charter school reports exceeds 90%. Reporting requirements for this grant will be routed through this system.

In 2009, Hawaii P-20 embarked on a P-3 Demonstration Project initiative that mobilized statewide inter-agency and cross-sector partnerships between the early learning and development programs and elementary schools in five communities. These five demonstration projects have sponsored community-wide professional development opportunities, including leadership symposiums and transition conferences for practitioners, administrators and families. Collectively, over 150 early childhood education (ECE) and HIDOE administrators and staff have participated in at least one professional development activity sponsored by the demonstration projects to gain shared understanding of the P-3 principles.

Through the efforts of the P-3 demonstration projects and the leveraging of community resources such as Head Start programs and Kamchamcha Schools, more than 200 prekindergarten to grade three teachers have been observed using CLASS. In order to help coordinate the statewide use of CLASS, Hawaii P-20 established the CLASS Consortium in 2012. The purpose of the CLASS Consortium is to bring together individuals and organizations that use CLASS in Hawaii to discuss its use across the state and ways to make its use more cost effective and time efficient. This group has established the following goals:

- Meet on a quarterly basis to share ideas and resources and brainstorm more effective and efficient ways of using CLASS in the state.
- Create a Hawaii-based free master coded video library that individuals can use to learn more about the CLASS domains and dimensions and provide practice for reliability testing.

- Keep Teachstone the developers of CLASS informed of our progress in our use of CLASS.
- Share ideas for helping people become CLASS-reliable.
- Create an online database of currently reliable CLASS observers and trainers that could be accessed statewide.

<u>E. (3) Minimizing Administrative Costs</u>. The Commission will include in the MOU with each subgrantee the stipulation that the subgrantee must keep its administrative costs minimal. This grant application reflects that administrative costs included are being paid with matching funds, not the Preschool Development Grant funds.

E. (4) Monitoring the Charter Schools for Quality. A careful selection process was used to identify charter schools that are capable of, and interested in, implementing a high-quality preschool program in a high needs community as outlined in this application. Hawaii P-20 will collect data that will be used for continuous quality improvement, including CLASS scores, the selected family engagement survey results, ECERS-R scores, and Teaching Strategies GOLD (TS GOLD) administrator reports (only aggregate student data) to inform the continuous program improvement efforts.

The following table indicates the four means by which charter schools will be monitored for quality, whom the scores will be shared with, and whether and when a Corrective Action Plan would be required.

	Preschool	Charter School	Commission	Corrective
	Teachers	Principals		Action Plan
CLASS Scores	Yes	Teacher decision	No	No
Value of the change in CLASS scores between fall and spring	Yes	Yes	Yes	No
ECERS-R Report	Up to Principal	Yes	Yes	Yes, if the average score is below 3.5
TS GOLD Administrative Report	Yes	Yes	Yes	Principal and Commission decision.

	Preschool	Charter School	Commission	Corrective
	Teachers	Principals		Action Plan
				Based on P-3
				recommendation.
Family Surveys	Up to Principal	Yes	Yes	Principal and
				Commission
				decision.
				Based on P-3
				recommendation.

All preschool teachers will be observed using CLASS by a reliable observer. All Hawaii P-3 staff are CLASS PK reliable observers. Hawaii P-3 will offer annual CLASS observation trainings throughout the duration of the grant so there is always a pool of reliable observers who can be contracted to do CLASS observations.

There is substantial evidence that children who attend early childhood education programs are significantly affected by their interactions with teachers or caregivers and their level of responsiveness. Teacher-child interactions were the strongest predictor of children's learning. A biannual assessment of positive teacher-child interactions will, therefore, be conducted at a minimum. The initial teacher-child interaction assessment results, in conjunction with the formative assessment reports, will provide data for the development of an ongoing training and technical assistance plan for the professional development of the teaching staff.

The pre- and post-child assessment tool scores and the formative assessment data reports received from TS Gold will provide baseline data to develop coaching and mentoring strategies. The coaching and mentoring system will include planning, reflection, and engagement in positive problem-solving conversations with every teacher and educational assistant to address their individual strengths, needs, and interests. As the instructional coach, the P-3 Charter School Coach will focus on developing a collaborative, supportive relationship with teachers and educational assistants to build their capacity in developing high quality lesson plans to advance children's skills and knowledge in an engaging and supportive manner.

The School Quality Survey (SQS) is a survey administered by IIIDOE that asks teachers, students, parents, administrative staff, and instructional support staff their opinions of school

quality. Survey results can be used when schools develop self-reports for accreditation and/or standards implementation. HIDOE administers SQS to all HIDOE schools and to any charter school that request to participate. A revised survey that focuses on early childhood issues may be created and copies of the completed surveys given to the P-3 Charter School Specialist to review to determine if there are concerns that are systematic and need to be addressed by the Principal. A recommendation to create a Corrective Action Plan will be forwarded to the Principal and Commission who will determine if a Corrective Action Plan is necessary.

Each classroom will be observed annually by a trained and reliable assessor, coordinated by the P-3 Charter School Specialist. The P-3 Charter School Specialist will give a finalized report to the Principal of the charter school. The Principal will establish a system to share the reports with the preschool staff and the school's Board. If the total score falls below 3.5 the Principal with input from staff, will develop a Corrective Action Plan. This plan will be filed with the Commission. If the charter school is not making improvement as measured by ECERS-R the following year, the Commission will take appropriate action.

The P-3 Charter School Specialist will have a program administrator account for TS GOLD, which will allow access to all charter school, teacher, and child data. The Principals will be given an administrator account for their respective schools to review and monitor their teachers' assessment activities. The P-3 Charter School Specialist will review the status of each teacher's inter-rater reliability within 4 weeks of training to ensure that all teachers are able to "rate" their children's knowledge, skills, and behaviors with fidelity. The Specialist will provide additional support and training to those teachers who have not completed their inter-rater reliability test. After each quarter, the Specialist will provide Principals with an Assessment Status Report and a Class Profile Report to show completion of the quarterly assessment by the teachers, as well as the progress of the children. The Specialist will work with the P-3 Charter School Coach to set up a Corrective Action Plan, if needed, to provide additional training and technical support to ensure child assessments are completed on a timely manner.

E. (5) Coordinating Assessment, Comprehensive Services and Professional Development.

Hawaii P-20 will be coordinating the efforts around data sharing efforts outlined in this grant,

specifically on data governance and the reporting of transitional outcomes of children from private and public early childhood education programs to the HIDOE. Data sharing requires Memoranda of Understanding (MOU) to ensure protections of confidential data, adherence to governance policies, and a delineation of data elements and how the data will be used (e.g., as in research or dataset requests).

Hawaii P-20 will be supporting the sharing of instructional tools and curriculum through the professional development trainings it will be offering to all charter school preschool staff. In addition, local early childhood providers will be able to attend the workshops and other professional development opportunities.

Finally, the EOEL coordinates the Action Strategy work which includes a public-private strategic plan for the State of Hawaii. The Action Strategy brings together more than 100 experts in health, safety, care, and education on a monthly basis to coordinate plans to address how the State can best coordinate policies with the following goals:

- Children are born healthy and welcomed
- Children are supported by nurturing and safe families
- Children's health and development are on track. Children have equitable access to programs and services
- Children have opportunities to attend quality early learning programs
- Children are ready for school when they enter kindergarten
- Children are proficient learners by the completion of third grade

Data sharing, cultural responsiveness, family engagement, and the development of a continuous quality improvement system are pillars of the above-mentioned goals.

E. (6) Coordinating Existing Services. As part of the start-up process, each charter school will identify and/or hire personnel to develop and implement culturally and linguistically relevant family engagement strategies and comprehensive services to provide maximum whole-child

support to students and families. As part of the development process, each school will survey existing programs and services in the community and work in partnership with them to maximize efficiency and avoid duplication of services. Other early learning providers will be invited to visit and provide feedback and support to the preschool program throughout start-up and implementation.

In order to reach as many eligible children as possible, ELAB will address this issue in its soon-to-be formed committee the "Committee for Needs Assessment" which will support EOEL in conducting annual community needs assessment to determine the current availability of high-quality preschool programs.

E. (7) Connecting High-Quality Preschools with Eligible Children. Typically, families who experience the most challenges or who live in the highest-risk communities tend to enroll their children in early childhood settings closest to where they reside. The communities selected for funding by the Preschool Development Grant were chosen because there are limited free or affordable pre-school options in the community, and those options that are available may not meet the requirements of a high-quality preschool program.

The role of the charter schools is to recruit families with the greatest need, such as having a household income at or below 200% the federal poverty level (FPL), being homeless, being migrant, or having children in the child welfare system. Once these families are recruited, a selection and enrollment policy will be developed to ensure that families whose children meet the income requirement will have priority.

Eligibility and priority for enrollment in the charter school shall be determined by the age of the child and the family's income as identified by Federal Poverty Guidelines of the applicable year and state. All of the following requirements will be adapted by the charter schools:

- Applying families with preschool age children who will be four-years-old by July 31 of the applying school year shall be eligible to participate, regardless of ability or skill level.
- Families shall be income eligible when household income based on family size meets the eligibility requirements of incomes at or below 200% of the federal poverty guidelines.

- Charter school preschool classroom is expected to mirror the national average for children with disabilities which is 6.4% (Hawaii's average is 5%).
- The charter school staff plays an important role in helping find children who may be in need of special services. Staff, including teachers, the Principal, other administrators and Board members, all take a role of actively recruiting families. Through the P-3 Learning Lab and other opportunities later mentioned in this application, the charter schools will have opportunities to collaborate with other community agencies to recruit new families, including those who have children with disabilities, who are homeless, or who have other special needs and circumstances.

Some of the recruitment strategies to be employed by the charter schools include:

- Posting flyers in frequently visited areas in communities (markets, clinics, libraries, etc.) and in the languages spoken in the community
- Spreading information through word of mouth among current families, friends, and neighbors, other early learning providers, and providing the charter school preschool Student Enrollment form.
- Using a variety of events to recruit potential families, including meetings, coffee hours, one-to-one meetings with families, school events and community-level events.
- Encouraging families to apply for program services and assisting them in the application process

E. (8) High Quality Preschool for all students. One of the reasons the charter schools were selected as subgrantees was because of the high population of students they serve who are in need of additional support, such as those who have disabilities or developmental delays; who are Native Hawaiian; who are English Language Learners; who are migrant; who are homeless, as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; and who reside in rural areas.

Eighteen of the 34 existing charter schools have a Hawaiian culture focus. Ten of these schools were selected for preschool funding through the Preschool Development grant. Of these ten

schools, five are considered Hawaiian Language immersion schools. Hawaii is the only state with two official languages: English and Hawaiian. Native Hawaiian children are highly represented in Hawaiian language medium schools, yet Native Hawaiian children often do not have access to quality preschool education programs.

The federal Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and state regulations require that charter schools in Hawaii, through HIDOE, provide a free appropriate public education (FAPE) in the least restrictive environment (LRE). Upon an eligibility determination, an Individualized Education Program (IEP) is developed for the special needs child that includes specially designed instruction to meet the child's unique needs and a continuum of services such as academic services, speech-language services, psychological services, physical and occupational therapy, counseling services, and parent education.

In keeping with national best practice and the requirements of this program, charter schools will develop inclusive preschool programs that support students through supports, accommodations, and interventions. Hawaii P-20 will provide ongoing professional development and support to ensure that teachers and staff have access to and knowledge of the tools and resources needed to ensure success for all students.

E. (9) Implementing Linguistically and Culturally Appropriate Policies for Families. One of the roles of the Commission is to make sure that enrollment policies at each of the charter schools eliminate barriers to enrollment that might discourage families from applying because they do not speak English or their children have special needs. Each charter school develops its own admissions and enrollment policy, which must be approved by the Commission. Common policies and practices among the charter schools include:

- Providing school information and services in the family's language to the greatest extent possible
- Establishing an open door policy
- Hosting a Family Night
- Sending surveys to families, typically in the language spoken at home

- Inviting families to professional development sessions so they can be partners in their child's education
- Holding parent support groups and education sessions on such topics as special needs, stages of child development, discipline at home, technology, and keeping your child safe while using social media
- Identifying and promoting local family resources such as youth services
- Anticipating family needs and connecting them with social services in the community

E. (10) Charter Schools, Hawaii State Department of Education and Early Learning Providers. The Hawaii P-20 (through UH) will be a subgrantee to support the P-3 Learning Labs and provide other supports. The main goal of the P-3 Learning Labs is for each school to form its own P-3 Learning Lab at the individual school level. It will be suggested that each school's team include the Principal of the charter school and charter school Board Member, and a representative from HIDOE, Head Start, private preschool providers, Kamehameha Schools, early intervention provider, home visiting or Family-Child Interaction Learning program, and a medical provider. These meetings will lend themselves to both the formal and informal sharing of community based resources, including educational programs, cultural events, and family programs.

One of the measureable outcomes of this effort is an increase in cross-visitation between the preschool classrooms and kindergarten classrooms to support smoother transitions of children and families from preschool to kindergarten, based on teacher understanding of program expectations, teaching strategies, child outcomes, and discussions of transition strategies between sending and receiving schools. In addition, there will be at least ten opportunities a year (per five charter school island communities) for early childhood educators to participate in professional development. The professional development will cover early learning and kindergarten standards, including the HELDS; formative assessments, including TS GOLD; curricula; and culturally and linguistically responsive strategies. These will help families build protective factors, build families' capacity to support their children's learning and development, as well as engage families as decision-makers in their children's education.

Charter schools will have funds available to subcontract with community providers to offer services for the children in the preschool classrooms for family engagement activities around family support, nutrition, and other comprehensive services (b)(4) per school) and to support full inclusion in their preschool classrooms (b)(4) per school).

Each school will be visited by Commission staff prior to executing the MOU. One purpose of this visit will be to confirm the availability of an appropriate classroom. When a classroom is deemed in need of major changes, private foundation funds will be used. If the Commission and the school decide that another charter school should be selected, the process that was implemented to select the first 18 schools will be utilized.

One of the key goals of this grant is to develop an early childhood governance policy. The proposed work, coordinated by EOEL and led by Hawaii P-20, will establish a statewide early childhood governance structure that will be used to determine stakeholder members of governing boards and their roles and responsibilities, establish critical policies and processes that guide the sharing and ownership of early childhood data, and manage who has access to the data and for what purposes.

#### Evidence for selection criterion (E):

Appendix 12, DOE Org Chart, p. 118

Appendix 13, Act 130, p. 119.

Appendix 14, P20 Org Chart, p. 122

Appendix 15, Charter Org Chart, p. 123

Appendix 14, Performance Framework, p. 124

# F. Alignment within a Birth through Third Grade Continuum (20 points).

The extent to which the State has an ambitious and achievable plan to align High-Quality Preschool Programs supported by this grant with programs and systems that serve children from birth through third grade to, among other things, improve transitions for children across this continuum.

- (1) For birth through age-five programs, these activities include--
- (a) Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that expands families' choices, facilitates or improves their access to programs and supports in their own communities, and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate; and
- (b) Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five; and
  - (2) For kindergarten through third grade, these activities may include—
  - (a) Ensuring that Eligible Children are well-prepared for kindergarten;
  - (b) Sustaining the educational and developmental gains of Eligible Children by—
  - (i) Promoting collaboration between preschool and kindergarten teachers;
  - (ii) Expanding access to Full-Day kindergarten; and
- (iii) Increasing the percentage of children who are able to read and do math at grade level by the end of third grade; and
- (c) Sustaining a high level of parent and family engagement as children move from High-Quality Preschool Programs into the early elementary school years;
  - (d) Taking steps, or building upon the steps it has taken, to align, at a minimum--
  - (i) Child learning standards and expectations:
  - (ii) Teacher preparation, credentials, and workforce competencies;
  - (iii) Comprehensive Early Learning Assessment Systems;
  - (iv) Data systems; and
  - (v) Family engagement strategies.

### Evidence for selection criterion (F):

• Any supporting evidence the State believes will be helpful to peer reviewers.

# F. Alignment within a Birth through Third Grade Continuum

F. (1) (a) (b) Creating a Birth to Kindergarten Entry Continuum and Partnerships. A P-3 Learning Lab will be established for this grant. The work has already begun with Hawaii P-20 Partnerships for Education (Hawaii P-20) in five P-3 demonstration communities throughout the state. This grant provides an opportunity to expand this approach to 18 public charter schools and to create new P-3 communities of practice. The P-3 Learning Lab will support each charter school with a preschool classroom, creating its own individual P-3 professional learning community. Each year of the grant will bring a different focus for the P-3 Learning Lab School Teams. The attached table illustrates the anticipated four-year plan of the P-3 Learning Lab work.

Theme for the Year	P-3 Leadership: Educating Within	Early Childhood Community Building (Birth to Kindergarten Entry)	Working Together (Birth to Grade 3)	Sustainability
Target Participants	Principals and Boards of all charter schools that will have a preschool classroom  Hawaii P-3  Hawaii State Public Charter School Commission  Early Learning Advisory Board  Executive Office on Early Learning	Community providers that serve families and children (birth to kindergarten entry)	Charter school teachers and families (preschool to grade 3)	Hawaii State Public Charter School Commission  Early Learning Advisory Board  Local Foundations  University of Hawaii: Hawaii P-20  Hawaii State Legislators
Meeting Structure and Schedule	P-3 Learning Lab Advisory Group will meet at least once a month	P-3 Learning Lab Advisory Group will meet four times a year	P-3 Learning Lab Advisory group will meet four times a year	P-3 Learning Lab Advisory Group will meet four times a year

Theme for the Year	P-3 Leadership: Educating Within	Early Childhood Community Building (Birth to Kindergarten Entry)	Working Together (Birth to Grade 3)	Sustainability
	P-3 Learning Lab Leadership Team will meet in spring of 2015 and attend a 3- day conference in the fall of 2015.	P-3 Learning Lab Leadership Team will meet two times a year P-3 Learning Lab School Teams will meet four times a year	P-3 Learning Lab Leadership team will meet two times a year  P-3 Learning Lab School Teams will meet four times a year	P-3 Learning Lab Leadership Team will meet two times a year P-3 Learning Lab School Teams will meet four times a year
Deliverables	Formation of P-3 Learning Lab Advisory Group  Formation of P-3 Learning Lab Leadership Team  P-3 Learning Lab Conference will occur in fall 2015	Each charter school has a P-3 Learning Lab School Team  Membership of the School Team consists of representatives from the community and identified groups*  Teams meet at a minimum four times a year (meeting schedules are filed with Hawaii P-3 and the Hawaii State Public Charter School Commission Grant Manager.  Strategic plans for each charter school that address activities which promote vertical and horizontal alignment of	All of the children that transition into the school have preschool teachers that met with their kindergarten teachers  At least one joint professional development training occurs (vertically, up to 3 <sup>rd</sup> grade or horizontally across preschool programs/services)  Strategic plans for each school that address activities that promote vertical and horizontal alignment of programs (birth through grade 3)  Each P-3 Learning Lab School Team files final version of its P-3 strategic plan by end of Year 3	Sustainability plan developed by P-3 Learning Lab Leadership Team P-3 Learning Lab Leadership Team presents sustainability plan and requests to ELAB, Hawaii State Public Charter School Commission, Keiki Funders, and State Senate and House of Representatives Committees on Education Chairs

Theme for the Year	P-3 Leadership: Educating Within	Early Childhood Community Building (Birth to Kindergarten Entry)	Working Together (Birth to Grade 3)	Sustainability
		programs (birth to kindergarten entry) Each P-3 Learning Lab School Team files draft of P-3 strategic plan by end of Year 2		

<sup>\*</sup>Teams may include: Principal of the charter school; Board Member of the charter school; and representatives of groups such as the Hawaii Department of Education (HIDOE), Head Start, Kamehameha Schools, and private preschool, early intervention, home visiting, Family-Child Interaction Learning program, and medical providers.

# Year 1: P-3 Leadership: Educating Within

During this first year, the P-3 Learning Lab Leadership Team will be established by bringing together the leaders of each charter school including the Principal and Board Members, as well as a Hawaii State Public Charter School Commission (Commission) staff and the Early Learning Advisory Board (ELAB). The P-3 Charter School Specialist will coordinate the efforts of this group through the following four activities:

- 1. The P-3 Charter School Specialist will work with the Commission and ELAB on forming a P-3 Learning Lab Advisory Group. This group will meet in the spring of 2015 and do the following:
  - a. Identify the individuals from the selected charter schools that will participate in the P-3 Learning Lab Leadership Team
  - Identify an outside facilitator or content-specific specialist to support the P-3
     Learning Lab work
  - c. Identify dates and develop a *P-3 Learning Lab Conference* that will occur in the fall of 2015
- 2. P-3 Learning Lab Leadership Team and Advisory Group members will be invited to a planning meeting in the spring of 2015 to discuss Learning Labs (create a shared vision

and purpose, agree on facilitation needs, finalize the content and agenda for the *P-3 Learning Lab Conference*, and agree upon a timetable for future events).

- 3. P-3 Learning Lab Conference will occur in the fall of 2015.
- 4. The P-3 Learning Lab Leadership Team will continue to meet in the spring and fall for the duration of the grant.

The *P-3 Learning Lab Conference* would occur over three days and include 150 participants. The goal of the annual three-day conference is to provide a mechanism that promotes programwide communication, sustainability and leveraging of resources, quality and continuous improvement, strong partnerships, and coordination and collaboration. Participants include key stakeholders, including ELAB and partners, the Commission and charter school leadership, and community early childhood education (ECE) administrators and staff. The purpose is to share program information, provide training, facilitate collaboration, and ensure continuous improvement for participants of the Hawaii Preschool Development Grant.

Day One of the *P-3 Learning Lab Conference*: Presentations are made to the large group from each of the major program sections of the grant. Typical presentations might include sections such as: where we are now, challenges, successes, and new initiatives and innovations that are specific to each group or program area. Groupings may include:

- Family Engagement
- Comprehensive Services
- Teachers, Principals, Education Assistants
- Data Management
- Hawaii Early Learning and Development Standards (HELDS), Teaching Strategies GOLD (TS GOLD), and Classroom Assessment Scoring System (CLASS) implementation
- Hawaiian Language, English Language Learners (ELL), diversity, Individuals with Disabilities Education Act (IDEA), etc.
- Partnership updates
- Monitoring and Evaluation updates

Day Two of the *P-3 Learning Lab Conference*: Group reports are distributed and participants attend breakout sessions to address:

- Planning and next steps
- Embedding quality
- Continuous improvement and creation of a school-based P-3 Learning Lab
- Evaluations conducted and progress-to-date
- Achievement of major milestones and obstacles to be addressed

### Day Three of the *P-3 Learning Lab Conference*:

- Address from a National Speaker
- Professional development and continuing education trainings (specific to each group)
- School Teams plan for the development of a strategic plan and identification of support needed
- Sustainability ideas and leveraging resources (facilitated discussion with the leadership)

### Year 1 Deliverables:

- Formation of the P-3 Learning Lab Advisory Group.
- Formation of the P-3 Learning Lab Leadership Team.
- *P-3 Learning Lab Conference* will occur in the fall of 2015.
- P-3 Learning Lab Advisory Group will meet at least once a month.
- P-3 Learning Lab Leadership Team will meet in the spring of 2015 and attend a three-day conference in the fall of 2015.

# Year 2: Early Childhood Community Building (Birth to Kindergarten entry)

The primary goal for this year is to form one P-3 Learning Lab School Team at each of the charter schools operating a preschool classroom. Each charter school will be required to form a team with a representative from other ECE and care programs and child care family service providers supported through federal, state, and local resources within their individual communities. Each School Team may include the Principal of the charter school; charter school Board Member; and representatives from groups such as HIDOE, Head Start, Kamehameha

Schools, and private preschool, early intervention, home visiting, Family-Child Interaction Learning program, and medical providers.

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Each P-3 Learning Lab School Team will be responsible for developing a community-specific strategic plan during Year 2 of the grant which includes projects or activities that address how to create a strong continuum of learning for children from birth through age five and that supports smooth transitions for families and children into the charter school. Specifically, each team in its strategic plan must address:

- 1. Ways to improve the school's ability to support families' choices and facilitate their access to programs and supports within their own communities.
- 2. Strategies to engage all families, including or especially those with the least access to services due to income limitations, or isolated or hard-to-reach families who might not otherwise participate.
- 3. The need for programs to avoid the diminution of other services or increased cost to families for programs serving children from birth through age five.

Each of the Learning Lab School Teams will be offered support and opportunities to participate in events sponsored by the Hawaii Sequenced Transition to Education in the Public Schools (STEPS) State leadership team. STEPS is a statewide, interagency, collaborative infrastructure model that has been in place since 1997. Good Beginnings Alliance (GBA) has been a partner and leader in the establishment of a community-based approach for establishing transition processes and policies for young children and their families, especially children with special needs or risk factors. The STEPS model, its elements, and the suggested steps and practices are based on professional literature and experience as well as local expertise in our community. This approach is inherently ecological and involves interagency collaboration. For example, "transition" involves the movement or change of a child from one environment to another. This movement or change in programs or services brings new opportunities and challenges for staff, families, and children. The explicit assumption of the model is that all programs and agencies working with young children have a stake in successful transitions across settings, services, and programs; and they can contribute to the solutions related to the challenges their children and families face.

### Importance of the STEPS approach/model to improving child outcomes:

- Promotes comprehensive, school, and district community-driven systems to transition families (with children prenatal through age eight) from one service provider to another.
- Ensures transition systems are family-focused and that families receive all needed services and supports.
- Focus is on the whole child.
- Provides technical assistance, training, and support to district- and school-level communities.
- Improves the transition between preschool and kindergarten.

State-level leadership for the STEPS model is provided through the State of Hawaii Interagency Transition Team (State Team) that is composed of 18 representatives from agencies that have federal mandates or protocols ensuring successful transitions for their learners (i.e., Head Start, Hawaii State Department of Education, Department of Health, Department of Human Services, and Executive Office on Early Learning) as well as community partners and experts from the Community Teams, University of Hawaii at Manoa, community preschools, Good Beginnings Alliance, Hawaii Association for the Education of Young Children, and other community service providers and members.

The State Team plans and conducts the Annual Transition Conference; acts as a liaison to the nine Community Teams; and provides training, coaching, and technical assistance to Community Teams and where applicable, the school-level transition teams or stakeholders.

State Team responsibilities include:

- Understand the research and conceptual model for transition
- Build the team and determine stakeholders
- Develop guiding principles, scope, and vision
- Develop an interagency structure
- Determine decision making practices
- Determine barriers and assess current practices
- Review recommended practices and format for written guidance
- Select primary goals and community work

• Implement and evaluate plan

#### Year 2 Deliverables:

- Each charter school has a P-3 Learning Lab School Team.
- Membership of the School Team consists of the Principal of the charter school; charter school Board member; and representatives from a variety of community and identified groups such as: HIDOE, Head Start, Kamehameha Schools, and private preschool, early intervention, home visiting, Family-Child Interaction Learning program, and medical providers.
- P-3 Learning Lab Leadership Teams meet at a minimum four times a year (meeting schedules are filed with Hawaii P-3 and the Charter School Commission Grant Manager).
- Strategic plans for each school that address activities which promote vertical and horizontal alignment of programs (birth through kindergarten entry).
- Each P-3 Learning Lab School Team files a draft of its P-3 strategic plan by end of Year
   2.
- P-3 Learning Lab Advisory Group meets four times a year.
- P-3 Learning Lab Leadership Team meets two times a year.

# 2. (a) (b) (c) (d) Creating a Vertical Continuum through 3<sup>rd</sup> Grade

# Year 3: Working Together (Birth to 3<sup>rd</sup> grade)

The P-3 Learning Lab School Team will continue to meet regularly (at least four times a year) as a professional learning community to assess and execute their individual community plans that support their project goals, objectives, and outcomes. During this year, the strategic plan will be expanded to include activities that broaden the early childhood years to include kindergarten through grade three. The plan must address at a minimum, activities that:

- Promote cross-visitation between ECE and kindergarten practitioners to promote horizontal and vertical alignment of curriculum and assessment to ensure that all of the communities' preschool-aged children are well-prepared for full-day kindergarten.
- Increase a child's ability to be successful in reading and math by grade three.

- Identify ways to use valid and reliable assessment tools and data to inform teacher
  professional development needs and improved practices in both ECE and kindergarten to
  grade three (K-3) classrooms.
- Promote cross-training opportunities with ECE and K-3 educators to improve instructional practices that are developmentally appropriate.
- Emphasize family partnership and engagement at the community level to support families' role as supporters and promoters of positive outcomes for their children.

#### Year 3 Deliverables:

- All of the children that transition into the public charter schools have preschool teachers that have met with their kindergarten teachers.
- At least one joint professional development training occurs (vertically, preschool to grade three (P-3), or horizontally across preschool programs/services).
- Strategic plans for each school that address activities that promote vertical and horizontal alignment of programs (birth through grade three).
- Each P-3 Learning Lab School Team files final version of its P-3 strategic plan by the end of Year 3.
- P-3 Learning Lab Advisory Group meets four times a year.
- P-3 Learning Lab Leadership Team meets two times a year.
- P-3 Learning Lab School Teams meets four times a year.

### Year 4: Sustainability

The P-3 Learning Lab Advisory Group, Leadership Team, and School Teams continue to meet. During the beginning of the year, the sustainability plan will be drafted by the P-3 Learning Lab Leadership Team. This sustainability plan will include:

- Funding needs of the charter schools to sustain preschool classroom operations
- Suggestions and strategies to raise funds through legislation, grant requests, foundation support, etc.

- Data reports produced from P-20's State Longitudinal Data System: Hawaii Data
   eXchange Partnership (Hawaii DXP) and the connection to how they are used to support
   learning.
- A communications plan that includes, but is not limited to, sharing the sustainability report with ELAB, the Commission, Keiki Funders, the State Senate and House of Representatives Committees on Education Chairs.

### Year 4 Deliverables:

- Sustainability plan developed by P-3 Learning Lab Leadership Team.
- P-3 Learning Lab Leadership Team presents sustainability plan and requests to ELAB, the Commission, Keiki Funders, the State Senate and House of Representatives Committees on Education Chairs.
- P-3 Learning Lab Advisory Group meets four times a year.
- P-3 Learning Lab Leadership Team meets two times a year.
- P-3 Learning Lab School Teams meets four times a year.

# G. Budget and Sustainability (10 points).

The extent to which the budget narrative and budget tables demonstrate that the State will--

- (1) Use the funds from this grant and any matching contributions to serve the number of children described in its ambitious and achievable plan for each year, including using the funds for the projected per child costs for new and improved State Preschool Program slots that are reasonable and sufficient, and that the projected per child costs for new and improved State Preschool Program slots are reasonable and sufficient to ensure High-Quality Preschool Programs;
- (2) Coordinate the use of existing funds from Federal sources that support early learning and development, such as title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act of 1990, and State, private, local, foundation, or other private funding sources for activities and services that help expand High-Quality Preschool Programs; and
- (3) Sustain the High-Quality Preschool Programs supported by this grant after the grant period ends to ensure that the number and percentage of Eligible Children with access to High-Quality Preschool Programs in the State will be maintained or expanded, including to additional High-Need Communities.

## Evidence for selection criterion (G):

- Budget narrative and budget tables.
- Any other supporting evidence the State believes will be helpful to peer reviewers.

### G. Budget and Sustainability

This Preschool Development Grant application is requesting \$14,881,368 in funds to increase opportunities for more families to participate in the early childhood system by expanding access to high-quality preschool programs. The community that we have identified and described in this application that is ready to serve the most at-risk children and most in-need of preschool opportunities are Hawaii's public charter schools.

<u>G. (1) Cost Per Child.</u> More than 70% of the funds obtained through the Preschool Development Grant would be used to operate high-quality preschool classrooms. The total budget for the four years is \$10,501,386 which would serve approximately 960 children. The per-pupil cost for the direct program operations is \$10,939 per child for a full day, high quality preschool program.

G. (2) Coordination of funding. The charter schools do not receive funding from Title I of the ESEA, part C, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, or the Child Care and Development Block Grant Act to support preschool classrooms. However, some charter schools do receive IDEA, part B funds to provide special education services. For these children, they will be placed in the least restrictive environment, and any funds received for their required services with be used for those purposes. In order to reach as many eligible children as possible, the Early Learning Advisory Board (ELAB) will address this issue in its soon-to-be formed committee on needs assessment that will conduct an annual survey of the current availability of high-quality preschool programs, including private and faith-based providers and Head Start programs throughout the State of Hawaii.

G. (3) Sustainability. ELAB will create a Committee on Sustainability to collaborate with public and private organizations to maintain the current level of funding for early childhood education, and to increase funding to build a comprehensive high-quality preschool system throughout the state. This work will include communication with, and education of, policymakers on the progress of the Preschool Development Grant. Members of this committee may include

representatives of private foundations, government agencies, and Hawaii State Legislators. This Committee will be formed within two months following the awarding of the grant.

In addition to ELAB, Hawaii P-20 Partnerships for Education (Hawaii P-20), which is funded primarily through foundational support, will continue to look for private funding to support the quality supports necessary to implement a high-quality preschool program, sustain the current charter school preschool classrooms that were supported though the Preschool Development Grant, and expand the program to additional communities. As may be necessary to ensure sustainability, state general funds also will be sought through biennial budget requests from the Commission to the Hawaii State Legislature, beginning in the 2017 legislative session.

One of the outcomes of the P-3 Learning Lab Teams, including the formation of the Advisory, Leadership, and School Teams, is to develop a sustainability plan that will be drafted by the P-3 Learning Lab Leadership Teams. This sustainability plan will include:

- Funding needs by charter schools to sustain preschool classroom operations;
- Suggestions and strategies to raise funds through legislation, grant requests, foundation support, etc.;
- Data reports produced from Hawaii P-20's State Longitudinal Data System (DXP) and the connection to how they are used to support learning; and
- A sustainability report with a communications plan will be shared with ELAB, the
  Hawaii State Public Charter School Commission (Commission), Keiki Funders, and State
  Senate and House of Representatives Committee on Education Chairs.

### Evidence for selection criterion (G):

Budget narrative and budget tables.

# **Competitive Preference Priorities**

These priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i) we award up to an additional 10 points to an application that meets Competitive Preference Priority 1 and up to an additional 10 points for an application that meets Competitive Preference Priority 2, depending on how well the application meets these competitive preference priorities. We also award an additional 10 points for an application that meets Competitive Preference Priority 3. An application can receive a maximum of 30 competitive preference priority points.

These priorities are:

Competitive Preference Priority 1: Contributing Matching Funds (up to 10 points).

<u>Background</u>: An applicant is not required to contribute non-Federal matching funds to support its ambitious and achievable plan. However, we will give competitive preference to applicants who address this priority and will award more points to applicants that commit to a larger matching contribution. Successful applicants that do not obtain or expend the matching funds they committed to in their applications may be subject to enforcement proceedings, including withholding of funds or denial of a continuation award.

<u>Priority</u>: To receive a competitive preference under this priority, the State must describe and submit appropriate evidence of a credible plan for obtaining and using non-Federal matching funds to support the implementation of its ambitious and achievable plan during the grant period. Matching funds may be comprised of State, local, and philanthropic funds and may also include increased State funding appropriated beginning in the State fiscal year prior to the first year of the grant period. Points will be awarded based on the following scale if the plan is determined to be credible:

Percentage non-Federal match of	Competitive preference points
the State's four-year total award	
50% or more	10
40-49%	8
30-39%	6
20-29%	4
10-19%	2
0-9%	0.

Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development (up to 10 points).

<u>Background</u>: The integration of High-Quality Preschool Programs within a broader continuum of comprehensive high-quality supports and services helps to create smooth transitions for children and families to ensure continuous and consistent high-quality early learning opportunities critical to children's success. Transition services play a vital role, particularly in

the transitions from infant and toddler services to preschool services, and services under part C of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) to services under section 619 of part B of IDEA. States can support children and families through cross-sector partnerships and by leveraging resources from existing State and local agencies that provide early childhood services, including part C and section 619 of part B of IDEA, Early Head Start and Head Start, home visiting, child care, preschool programs, family supports (e.g., those that strengthen and stabilize families) and engagement resources, adult education, and housing, health, and mental health services.

<u>Priority</u>: To receive a competitive preference under this priority, the State must describe an ambitious and achievable plan that addresses the creation of a more seamless progression of supports and interventions from birth through third grade, such as high-quality infant and toddler care, home visitation, Full-Day kindergarten, and before- and after-care services for, at a minimum, a defined cohort of Eligible Children and their families within each High-Need Community served by each Subgrantee.

Competitive Preference Priority 3: Creating New High-Quality State Preschool Program Slots (0 or 10 points).

Background: Many States have taken note of the short- and long-term benefits of early education and have launched efforts to expand the availability of State Preschool Programs. As of 2013, 40 States and the District of Columbia have at least one State Preschool Program in place.<sup>2</sup> Nevertheless, only about 28 percent of America's four-year-olds were enrolled in a State Preschool Program in the 2012-2013 school year.<sup>3</sup> The high costs of private preschool programs and the lack of State Preschool Programs narrow options for families, and especially so for low-income families. In 2011, four-year-olds under 200 percent of poverty were 16 percentage-points less likely than their higher-income peers (above 200 percent) to attend any preschool program, whether public or private.<sup>4</sup>

<u>Priority</u>: To receive a competitive preference under this priority, the State must demonstrate how it will use at least 50 percent of its Federal grant award to create new State Preschool Program slots that will increase the overall number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Programs.

3 Ibid

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<sup>&</sup>lt;sup>2</sup> Based on current data from: Barnett, W.S., Carolan, M.E, Squires, J.H., and Clarke-Brown, K. (May 2014). State of Preschool 2013: First Look (NCES 2014-078). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Available at: <a href="http://nces.ed.gov/pubsearch">http://nces.ed.gov/pubsearch</a>.

<sup>&</sup>lt;sup>4</sup> U.S. Department of Health and Human Services ASPE tabulations from the Current Population Survey, available at: http://aspe.hhs.gov/hsp/14/EarlyCareEducation/rb\_ece.cfm#\_Toc373832432

# **Competitive Preference Priorities**

# Competitive Preference Priority 1: Contributing Matching Funds

Hawaii's Preschool Development Grant request is \$14,881,368 over four years. Hawaii's match rate is 54% from State and private funds. (See attached Competitive Priority Table 1) The following State entities and private foundations will be supporting the Preschool Development Grant. (See attached "Matching Funds")

	2015	2016	2017	2018	TOTAL
University of	(b)(4)				
Hawaii at Manoa,	, , ,				
Hawaii P-20					
(state).					
University of					
Hawaii at Manoa,					
Hawaii P-20					
(private)					
EOEL					
Staff					
(State)					
EOEL Action					
Strategy (private)					
EOEL: Family					
Child Interaction					
Learning					
(state)					
Harold K. L.					
Castle					
Foundation					
(private)					
University of					
Hawaii at Manoa,					
Student, Equity,					
Excellence and					
Diversity (SEED)					
programs					
(state)					
Omidyar Ohana					
Fund					
TOTAL					

### Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development

A P-3 Learning Lab will be established for this grant. The P-3 Learning Lab will begin with a P-3 Learning Lab Conference in the fall of 2015 for all of the 18 charter school leaders and the Commission to participate in a research-based leadership symposium. One of the outcomes of this P-3 Learning Lab Conference will be the creation of an individual school based, P-3 professional learning community in each of the charter schools with a preschool classroom. Over the next four years, these teams will develop individual, community-specific policies and strategies that support children as they move through the system from early childhood through grade 3. The teams will align the early childhood program and services within the community to avoid duplication of services and funds.

Competitive Preference Priority 3: Creating New High-Quality State Preschool Program Slots (0 or 10 points).

71% of the funds obtained from the Preschool Development Grant will be used to create new preschool classrooms on charter school campuses. Currently, there are no State-funded preschools operating in charter schools. Due to the limited preschool offerings in the communities identified, the estimated number of children served per school is 20.

Year 1	Year 2	Year 3	Year 4	TOTAL
4 Classrooms	6 Classrooms	18 Classrooms	18 Classrooms	46 Classrooms
80 Children	120 Children	380 Children	380 Children	920 Children

In order to receive these funds, the charter schools will agree to implement a high quality program as defined in this application.

### Other Attachment File(s)

* Mandatory Other Attachment File	name: Hawaii Application Assi	urances and Certs.pdf
	Delete Mandatory Other Attachment	View Mandatory Other Attachment
To add more "Other Attachment" atta	schments, please use the attachment b	uttons below.
Add Optional Other Attachment		

# APPLICATION ASSURANCES AND CERTIFICATIONS Preschool Development Grants -- Development Grants Competition

(CFDA No. 84.419A)

Legal Name of Applicant (Office of the Governor):  Office of the Governor of Hawaii	Applicant's Mailing Ad 415 South Beretania S Honolulu, Hawaii 968	treet
Employer Identification Number: 80-0119604	Organizational DUNS:	621644850
Lead Agency: State Public Charter School Commission Contact Name: Tom Hutton	Lead Agency Contact P Lead Agency Contact E tom.hutton@spcsc.hav	Email Address:
Required Applicant Signatures (Must include signature linear additional signature blocks as needed below Application Assurance forms.):		
To the best of my knowledge and belief, all of the	information and data in th	nis application are true and correct.
I further certify that I have read the application, am	fully committed to it, an	d will support its implementation:
Governor or Authorized Representative of the Gov Neil Abercrombie, Governor	ernor (Printed Name):	Telephone: 808-586-0034
Signature of Governor or Authorized Representative of the Governor:		Date:
Meil aberrandre	_	October 7, 2014
Lead Agency Authorized Representative (Printed Name): Tom Hutton		Agency Name: State Public Charter School Commission
Signature of Lead Agency Authorized Representate	ive:	Date:
the dill.		Vet. 8, 1914

### Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance: access to records: conflict of interest; merit systems: nondiscrimination: Hatch Act provisions: labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation: protection of human subjects: animal welfare: lead-based paint; Single Audit Act: and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations: 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
Neil Abercrombie, Governor	
Signature: Vail aborembre	Date: October 7, 2014

Non Responsive	

### **INDIRECT COST INFORMATION**

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?
YES O NO 🗳
If yes to question 1, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From:// To://
Approving Federal agency:EDHHSOther  (Please specify agency):

### **Letters of Support - Table of Contents**

#### Office of the Governor

### Early Learning Advisory Board (State Advisory Council)

### **Executive Office on Early Learning**

#### **Government Leaders**

- Office of the Lieutenant Governor.
- Hawaii State Senator Jill Tokuda and Hawaii State Representative Roy Takumi
- Department of Business, Economic Development and Tourism
- Department of Defense
- Department of Education
- Department of Health
- Department of Human Resources Development
- Department of Human Services
- Department of Labor and Industrial Relations
- Department of Public Safety
- Hawaii State Public Library System.
- Hawaii Head Start State Collaboration Office
- Special Education Advisory Council
- University of Hawaii at Manoa College of Education
- Workforce Development Council
- Family Court of the First Circuit
- Office of Hawaiian Affairs

### **Early Learning Intermediary Organizations**

- Hawaii Early Intervention Coordinating Council
- Head Start Association of Hawaii
- HE`E Coalition
- Ho`okako`o Corporation

- Kanu o ka Aina Learning Ohana
- Parents and Children Together
- PATCH

### Community

- Aloha United Way
- American Academy of Pediatrics Hawaii Chapter
- Good Beginnings Alliance
- Hawaii Business Roundtable
- Hawaii Public Charter Schools Network
- PHOCUSED.
- Special Parents Information Network
- Teach for America Hawaii
- Teaching Strategies for Early Childhood

### Native Hawaiian Focused Trusts and Organizations

- Aha Punana Leo
- Kamehameha Schools

### **Labor Unions**

- Hawaii Government Employees Association
- Hawaii State Teachers Association
- Pacific Resource Partnership

### **Philanthropy**

- Consuelo Foundation
- Hawaii Community Foundation
- The Learning Coalition
- Samuel N. and Mary Castle Foundation



# EXECUTIVE CHAMBERS

NEIL ABERCROMBIE

October 9, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawaii application to the

Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Dencan and Burwell:

I am pleased to submit Hawaii's application to the Preschool Development Grant Program for your consideration.

Over the last four years, Hawaii has worked hard to improve and implement a truly high-quality early learning system. Hawaii has made significant progress and established its first State-funded prekindergarten program. After years of planning and establishing the foundational pieces of a quality system, nearly 20 public elementary schools across the state are offering a prekindergarten classroom this school year.

Hawaii's statewide comprehensive early learning system has taken its initial first steps and is already making positive impacts on our youngest students and their families. With enthusiasm, we commit to continue the partnerships with our many public and private community partners and push for more dedicated public and private funds to continue and expand the State's early learning system.

The need is critical. In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a large majority of public school kindergarten teachers report that their students are not ready for school.

Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Secretary Duncan and Secretary Burwell October 9, 2014 Page 2

Specifically, we propose to increase preschool access for our four-year-old children through nearly 20 prekindergarten classrooms at our charter schools, the majority of which are located on our neighbor islands, addressing a significant need. To ensure high quality, research-based instructional coaching, child formative assessments, and technical assistance will be integrated into each classroom. Also, to better understand student achievement and success, we will invest in early childhood data governance through a cross-sector longitudinal data system that will link individual-level data from school to career.

I believe the grant will considerably accelerate Hawaii's continuing effort to build a statewide comprehensive system of early learning, and greatly appreciate the opportunity to apply.

Non Responsive

NEIL ABÈRCROMBIE Governor, State of Hawaii

(Chermhi

Secretary Duncan and Secretary Burwell October 9, 2014 Page 2

Specifically, we propose to increase preschool access for our four-year-old children through nearly 20 prekindergarten classrooms at our charter schools, the majority of which are located on our neighbor islands, addressing a significant need. To ensure high quality, research-based instructional coaching, child formative assessments, and technical assistance will be integrated into each classroom. Also, to better understand student achievement and success, we will invest in early childhood data governance through a cross-sector longitudinal data system that will link individual-level data from school to career.

I believe the grant will considerably accelerate Hawaii's continuing effort to build a statewide comprehensive system of early learning, and greatly appreciate the opportunity to apply.

Non Responsive

NEIL ABÈRCROMBIE Governor, State of Hawaii

(Chermhi

## State of Hawai'i Early Learning Advisory Board

Hawaii State Capitol | 415 South Beretania Street | Room 417 | Honolulu, HI 96813

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services 200 Independence Avenue, S.W. Washington, D.C. 20201

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA# 84.419A

Dear Secretaries Duncan and Burwell:

The Early Learning Advisory Board (ELAB) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

ELAB is an operational state advisory council on early childhood education established by Act 178 of the Hawai'i State Legislature in 2012, with duties as described in section 642B(b) of the Head Start Act (42 U.S.C. 9837(b)) and in compliance with paragraph (i) of the Program Requirements. ELAB was created to advise the Executive Office on Early Learning (EOEL) on how best to meet the educational needs of children from prenatal care to entry into kindergarten; improve the quality, availability, and coordination of early childhood care and education programs; promote collaboration across agencies and stakeholders serving young children; and be an independent voice for the health, safety, development, and learning of children. It is comprised of 19 agencies/organizations involved in early childhood, with representation from both the public and private sectors.

We are excited about the prospect of obtaining preschool development grant that will accelerate our progress in enhancing Hawaii's early childhood development and learning system so more of our children can enter kindergarten ready to learn and succeed in life.

The membership and structure of our board allows us to make certain that various aspects of High-Quality Preschools are integrated across sectors. We have representation from the Department of Health and American Academy of Pediatrics, and will be able to ensure that health is addressed in the best way. We will also ensure continuity of transition due to representation from the Hawaii Early Intervention Coordinating Council, and cultural responsiveness with representation from Hawaiian medium early learning providers.

In the first year ELAB will work with EOEL to make a smooth transition from the Governor's Office to the Hawai'i Department of Education as an agency attached for administrative purposes only. To facilitate this process we have formed a committee to ensure this is a seamless transition. In addition, as described in the application, we will be forming three committees specifically for the purposes of the grant:

#### Committee for Needs Assessment

Purpose: Work with EOEL to conduct an annual needs assessment to determine the

current availability of High-Quality Preschool Programs, including private and faith-based providers and Head Start programs throughout the State of Hawai'i.

Members: Representatives of government agencies (e.g., Department of Health, Head Start,

University of Hawaii at Manoa, Hawaii P-20) and Kaulanakilohana (a consortium

of higher education early childhood education professionals).

### Committee on Continuous Quality Improvement

Purpose: Assess the progress and impact of the Preschool Development Grant in the State

of Hawai'i, and make recommendations to EOEL regarding future development

and expansion of a High Quality Preschool system for all children.

Members: Representatives of the Hawaii Association for the Education of Young Children,

Hawaii Careers for Young Children, Kaulanakilohana, and family engagement

providers.

#### Committee on Sustainability

Purpose: Collaborate with public and private organizations to maintain the current level of

funding for early childhood education, and increase funding to build a

comprehensive High Quality Preschool system throughout the state. This work includes communication with and education of policymakers on the progress of

the Preschool Development Grant.

Members: Representatives of private foundations, government agencies and legislators.

This grant is an important opportunity for our state, and the members of ELAB pledge their support and efforts toward it. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	(b)(6)
Robert Peters	Christina Cox
Chair	Vice-Chair



#### EXECUTIVE OFFICE ON EARLY LEARNING

HONO. U. U.

GG V. EIST NEELD DIRECTOR

October 8, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Education

Re: Support for the State of Hawaii application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

The Executive Office on Early Learning (EOEL) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

EOEL was statutorily established in 2012 as part of the Governor's vision for Hawaii and provides government-wide authority to guide the development of a comprehensive and integrated statewide early childhood development and learning system. Our mission is to create this system by connecting health policies and services with early learning programs; supporting communication among agencies and departments to ensure seamless and smooth transitions for children and families; providing a mechanism for community involvement in policy advising; and communicating the status of early learning in the State.

As one of three partners on the Hawai'i P-20 Leadership Council, along with the Hawaii State Department of Education and University of Hawaii System, we will continue to work to improve educational outcomes for Hawaii to strengthen the education pipeline from early childhood through higher education to achieve college and career success for all Hawaii's students.

EOEL is charged with increasing the number of children who have access to a quality early childhood education experience. We are deeply committed to supporting implementation of the preschool development grant and will work with our Early Learning Advisory Board to sustain these efforts by:

• Securing State, federal, and private funds for early childhood education programs, including sustaining the Children's Trust Fund through private philanthropic investment;

- Continuously striving for quality improvement though the development of, or assistance in the development of, foundational materials that enhance quality and are applicable across State departments; and
- Using the comprehensive needs assessment to determine where the needs are across communities throughout the state, as well as identifying how the quality of these programs can be supported.

We will also persist in pushing for funding at the State and federal levels and from the private sector to support the advancement of early learning in Hawaii. This year, we were able to secure \$3 million for the first State-funded prekindergarten program, which launched this school year at 18 public elementary schools statewide. The public charter schools, however, were not included in the appropriation and we believe this grant is an important opportunity for them, many of which are located on the neighbor islands and especially on Hawaii Island, to support the families in their communities and address the critical need for access.

This grant is crucial to continuing the momentum toward the building of Hawaii's early learning system, and the Executive Office on Early Learning pledges its utmost support and efforts toward it. We thank the U.S. Departments of Education and Health and Human Services for the great opportunity found in this grant program, and urge you to give Hawaii's grant application your highest consideration for funding.

Sincerely,	
(b)(6)	
GG Weisenfeld, Director	-



### OFFICE OF THE LIEUTENANT GOVERNOR STATE OF HAWAII

STATE CAPITOL HONOLULU, HAWAII 96813

SHAN, TSUTSUI LIEUTENANT GOVERNOR

October 1, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

I am pleased to have the opportunity to express my strong support for the State of Hawaii's application for the Preschool Development Grants program. The Office of the Lieutenant Governor works in conjunction with the Governor to promote and implement the Administration's priorities, including the Early Learning Initiative. A top priority of my office has been work on an initiative for middle and intermediate school students to provide quality after-school programs to help keep students engaged and on the path to graduation. This age group is particularly vulnerable, which is why it has become my office's focus. However, to ensure future success of all our children, the education pipeline must be completely supported from early education at the preschool level through post-secondary education.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Throughout my time in office as a state legislator, President of the State Senate, and Lieutenant Governor, education has been a top priority. Personally, as a father of young children, I have very recently witnessed first-hand the value of a preschool education and the impact it can have on future learning and future success. Hawaii is prepared and committed to providing quality early education for our children, especially those in our most vulnerable communities and circumstances. The grant is an opportunity of vital importance for our state, and the Office of the Lieutenant Governor pledges its support as part of the continuing effort to build a comprehensive statewide system of early learning. I urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,

Shan S. Tsutsui Lieutenant Governor



STATE CAPITOL 415 SOUTH BERETANIA STREET HONOLULU, HAWAII 96813

September 29, 2014

The Honorable Ame Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Support for the State of Hawaii application to the Preschool Development Grant Program, Re: CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

We are pleased to provide this letter in strong support of the State of Hawaii's application for the Preschool Development Grants program. As strong advocates and supporters of our public schools, we are very aware of the benefits that investing in preschool provides: establishing a solid foundation for Kindergarten readiness, a proven track record for later success in school, improved graduation rates, and increased success in college, career and beyond.

In any given year, there are about 17,000 four-year-old children in Hawaii. More than half go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Hawaii has worked hard in the last few years to increase access to high quality preschool opportunities for our youngest students. This year we have 21 prekindergarten classrooms being funded at 18 different elementary schools throughout our state, mostly in rural areas that have limited access to private preschool providers. We want to be able to encourage our parents to send their children to preschool, providing different options that are aligned with both the needs and demands of our families and communities.

This grant is an important opportunity for our state, and we pledge our support as part of the continuing effort to build, develop and expand high-quality preschool programs into a comprehensive statewide system of early learning. We humbly urge both the U.S. Department of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,

SENATOR JILL N. TOKUDA

Hawail State Senate

Chair, Committee on Education

REPRESENTATIVE ROY M. TAKUMI

Hawaii House of Representatives

Chair, Committee on Education



### DEPARTMENT OF BUSINESS, ECONOMIC DEVELOPMENT & TOURISM

No. 1 Capitol District Building, 7:50 South Hotel Street, 5th Floor, Honolulu, Hawai 96613

Mailing Address, P.O. Box 2359, Honolulu, Hawali 96804

RICHARD C. LIM

MARY ALICE EVANS
DEF TY DIRE T ==

Telephone

F∃x

(808) 586-2355 (808) 586-2377

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Web site www hawai upy/dbedt.

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419

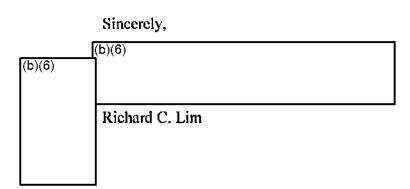
Dear Secretaries Duncan and Burwell:

The State of Hawai'i Department of Business, Economic Development and Tourism (DBEDT) strongly supports the State of Hawaii's application for the Preschool Development Grants program.

DBEDT promotes the growth of Hawai'i's economy, which depends on a well-educated workforce. A well-educated workforce starts with our youngest students, those who start kindergarten ready to learn through an accessible system of preschools.

Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

This grant is an important opportunity for Hawai'i to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.





DARRYLL D. M. WONG MAJOR GENERAL ADJUTANT GENERAL

JOSEPH K, KIM
BRIGADIER GENERAL
DEPUTY ADJUTANT GENERAL

#### STATE OF HAWAII

### DEPARTMENT OF DEFENSE

OFFICE OF THE ADJUTANT GENERAL 3949 DIAMOND HEAD ROAD HONOLULU, HAWAII 96816-4495

October 10, 2014

### <u>Memorandum</u>

To:

The Honorable Arne Duncan, Secretary

U.S. Department of Education

From:

The Honorable Sylvia Mathews Burwell, Secretary

U.S. Department of Health and Human Services

Subject:

Support for The State of Hawai'i Application to

The Preschool Development Grant Program, CFDA # 84,419A

Dear Secretaries Duncan and Burwell:

The State of Hawaii Department of Defense strongly supports the State of Hawaii's application for the Preschool Development Grants program. As a community based force, our Hawaii National Guard is imbedded in the community and views this early learning effort as an investment in our most precious resource- our people. In addition, this effort, which will result in better educated youth, prepares them for our Department's mission of mentoring our youth, protecting our citizens from natural or man-made disasters and earing for our Veterans.

In a given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. This intuitively lessens our children the opportunity to be fully prepared for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need and potentially at-risk children in communities with families at or below 200 percent of the federal poverty line.

This grant is an important opportunity for our state, and the Hawaii State Department of Defense pledges its strong support as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their favorable consideration for funding.

DARRYLL D. M. WONG, Maj Gen, HING

The Adjutant General



#### STATE OF HAWAI'I

#### DEPARTMENT OF EDUCATION

P.O. BOX 2360 HONOLULU, HAWAI'I 96804

OFFICE OF THE SUPERINTENDENT

October 7, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services 200 Independence Avenue, S.W. Washington, D.C. 20201

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The Hawaii Department of Education ("HIDOE") expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

The Hawaii State Department of Education is the only statewide public school district in the country. It comprises 255 schools on six islands, educating about 175,000 students in Grades K-12. There are an additional 33 charter schools and 10 adult education schools. About 13,000 teachers and another 12,000 support staff are charged with educating Hawaii's children.

Hawaii's application will help to address and support our charter schools' contributions to the state's overall kindergarten readiness, and provide more of our youngest with a high quality early education experience.

This grant is an important opportunity for our state, and HIDOE pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Very truly yours.

Kathryn S. Matayoslyl Superintendent

KSM:esa

#### STATE OF HAWAII DEPARTMENT OF HEALTH P. O. BOX 3378 HONOLULU, HI 96801-3378

for repty, p.v., wheler to: File

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

RE: Support for the State of Hawaii Application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

As Director of the Hawaii State Department of Health, I express strong support for the State of Hawaii Department of Education's application for the Preschool Development Grants program.

The mission of the Hawaii Department of Health is to protect and improve the health and environment for all people in Hawaii. We believe that health (optimal state of physical, mental, social, and environmental well-being) is a right and responsibility of all of Hawaii's people. Our goals are to promote health and well-being, prevent disease and injury, promote healthy lifestyles and workplaces, and promote the strength and integrity of families and communities.

Hawaii's application proposes an ambitious and achievable plan to expand access to high-quality preschool programs for children at or below 200 percent of the federal poverty line, enhance and create state-funded preschool program slots in high-need communities, monitor for continuous quality improvement, establish and maintain strong partnerships with early learning providers, align with the preschool to third grade continuum of services for children, and ensure sustainability.

We are committed to support Hawaii's application by collaborating to ensure the health and development of children in the proposed program, support training on health and wellness topics, and build the system for a birth through third grade continuum.

Sincerely,	
(b)(6)	
Linda Rosen, M.D., M.P.H.	
Director of Health	

BARBARA A. KRIEG DIRECTOR

LEILA A. KAGAWA DEPUTY DIRECTOR

# STATE OF HAWAI'I DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT

235 S. BERETANIA STREET HONOLULU, HAWAII 96813-2437

September 29, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The State of Hawai'i Department of Human Resources Development ("DHRD") expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

In any given year, there are about 17,000 four-year-old children in Hawai'i. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

The Department of Human Resources Development provides services to the State's Executive branch departments for the recruitment, management, and retention of a high-performing workforce. Having a robust quality early education system would not only assist the state in growing our own talent to support our on-going workforce needs, but would be a significant benefit to our dedicated government employees who have young children.

This grant is an important opportunity for our state, and DHRD pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	
Barbara A. Krieg	$\mathcal{O}$
Director	



PATRICIA McMANAMAN DIRECTOR

BARBARA A. YAMASHITA DEPUTY DIRECTOR

# STATE OF HAWAII DEPARTMENT OF HUMAN SERVICES

Benefit, Employment & Support Services Division 820 Millani Street, Suite 606 Honolulu, HI 96813

October 2, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The Hawaii Department of Human Services (DHS) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program. The Hawaii DHS provides timely, efficient and effective programs, services and benefits, for the purpose of achieving the outcome of empowering those who are the most vulnerable in our State to expand their capacity for self-sufficiency, self-determination, independence, healthy choices, quality of life and personal dignity.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them enter kindergarten without ever having attended preschool. Not surprisingly, a majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

The DHS, Benefit, Employment & Support Services Division is the Child Care and Development Fund (CCDF) agency receiving CCDF funds for child care subsidies for low-income families to access high-quality early care and school-age programs. The goals of the DHS' Child Care Program are to: (1) develop and invest in a system of quality early care which promote child development and learning and is child-focused, family-friendly, and fair to providers; (2) promote parental choice and empower working families to make their own decisions on the child care that best suits their family's needs; (3) provide consumer education information to help families make informed choices about child care; and (4) assist families trying to achieve independence from public assistance. The receipt of the Preschool Development Grant by Hawaii is integral to achieving these goals. Early childhood education has significant impacts on the communities that invest in it, with one of the benefits being a reduction in overall dependence on social services.

The Honorable Arne Duncan The Honorable Sylvia Mathews Burwell October 2, 2014 Page 2

This grant is an important opportunity for our State, and the DHS pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	
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Patricia McManaman Director SHAN S. TSUTSUI LIEUTENANT GOVERNOR



JADE T. BUTAY DEPUTY DIRECTOR

# STATE OF HAWAII DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS 830 PUNCHBOWL STREET, ROOM 321

HONOLULU, HAWAII 96813 <u>www.labor.hawaii.gov</u> Phone: (808) 586-8844 / Fax: (808) 586-9099 Email: dlir.director@hawaii.gov

October 2, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The State of Hawaii Department of Labor and Industrial Relations ("DLIR") expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

DLIR protects the economic security, physical, economic, and social well-being of workers and supports good labor-management relations. A well-educated workforce is critical to Hawaii's economic growth.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Having a robust quality early education system would assist the state in growing our own talent to support our ongoing workforce needs. This would enhance the state's efforts at building a twenty-first century workforce and enable more of our young men and women to stay in Hawaii.

This grant is an important opportunity for our state, and DLIR pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,
(b)(6)
Dwight Takamine
Director



# STATE OF HAWAII DEPARTMENT OF PUBLIC SAFETY

919 Ala Moana Boulevard, 4th Floor Honolulu, Hawaii 96814 TED SAKAI DIRECTOR

Martha Torney
Deputy Director
Administration

Max Otani
Deputy Director
Corrections

Shawn Tsuha Deputy Director Law Enforcement

October 7, 2014

The Honorable Ame Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai`i application to the Preschool Development Grant Program, CFDA # 84.419A

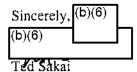
Dear Secretaries Duncan and Burwell:

I am in strong support of the State of Hawai`i's application for the Preschool Development Grants program.

As the director of the state's Department of Public Safety, I see the value of having a strong early learning program that prepares our children for success in school and on to a productive career path.

Research shows that a child who is not ready for kindergarten is more likely to end up in the criminal justice system as an adult. Every year, the Department of Public Safety submits a report to the U.S. National Reporting System regarding the Educational Functioning Level of incarcerated offenders voluntarily receiving educational services testing. In FY 2014, the report reflected 402 offenders (15) functioning at an educational level of third grade or less (Adult Basic Education I), 1094 (40%) at fourth to fifth grade level (Adult Basic Education II), 617 (23%) at six to seventh grade level (Adult Basic Education IV), and 202 (7%) at tenth grade or higher functioning level.

This grant will enable the state to provide our children with better opportunities to steer clear of negative social indicators, such as criminality and repeated incarceration. The Department of Public Safety pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.



NEIL ABERCROMBIE



RICHARD BURNS STATE LIBRARIAN

# STATE OF HAWAII HAWAII STATE PUBLIC LIBRARY SYSTEM

OFFICE OF THE STATE LIBRARIAN
44 MERCHANT STREET
HONOLULU, HAWAII 96813
October 3, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The Hawaii State Public Library System (HSPLS) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

HSPLS's mission is to provide Hawaii's residents, in all walks of life, and at each state of their lives, with access to education, information, programs and services, and to teach and nurture the love of reading and the habit of life-long learning.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

The goals of the Preschool Development Grant align well with the HSPLS's mission. A significant number of young children are our customers and we welcome the opportunity to support them in this most impactful effort.

This grant is an important opportunity for our state, and HSPLS pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Si <u>ncerely,</u>	1		
(b)(6)			
		<del> </del>	
Richard Burns			
Hawaii State Librarian			

### HAWAII STATE HEAD START COLLABORATION OFFICE

Executive Office on Early Learning, 415 So. Beretania Street, Room 417 Honolulu, HI 96813 Phone: 808.586.7556 • Fax: 808.586.0019 • Email: christine.jackson@hawaii.gov

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Matthews Burwell, Secretary U.S. Department of Health and Human Services

RE- Support for the State of Hawai'i application to the Preschool Development Grant Program, CDFA # 84.419A

Dear Secretaries Duncan and Burwell:

The Hawaii Head Start Collaboration Office (HHSCO) strongly supports the State of Hawaii's application for the Preschool Development Grant Program.

The HHSCO is the liaison between the Office of Head Start, the State, and the local Early Head Start (EHS)/Head Start (HS) grantees who provide comprehensive child development, health, and family support services to over 3200 pregnant women, infants, toddlers, and preschoolers and their families in Hawaii. It helps to facilitate collaboration among Hawaii Head Start agencies and entities that carry out activities designed to benefit low-income children from birth to school entry and their families, and works with State agencies and local entities to leverage their common interests around young children and their families to formulate, implement and improve state and local policy and practice.

In any given year, there are about 17,000 four-year-old children in Hawaii. Nearly half of them enter kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not "ready for school" – do not have the pre-requisite skills, knowledge and approaches to learning that will help them be successful in Kindergarten. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty guidelines.

Education policy makers and other stakeholders are raising expectations that children be school ready, and that all students be prepared for college, careers, and lifelong learning. Meeting such expectations is a collective effort between schools, community organizations, families, funders and policy makers. Children cannot be successful in Kindergarten and beyond without quality early learning experiences in settings that include healthy and safe environments, qualified staff supported through ongoing professional development activities, appropriate class size and adult/child ratios, formative child assessments to inform instructional practices, comprehensive health and family support services, and family engagement to support positive child outcomes.

This grant is an important opportunity for our State to meet the expectations for "school-ready" children, and the HHSCO pledges its support toward it as part of the continuing effort to build a comprehensive, integrated statewide system of early childhood development and learning. I strongly urge the Departments of Education and Health and Human Services to give Hawaii's application their highest consideration for funding.

Since	erely,	1				
	(b)(6					
		~ .		 	 	

Christine S, Jackson, Head Start Collaboration Director Executive Office on Early Learning



### SEAC

### Special Education Advisory Council 919 Ala Moana Blvd., Room 101

Honolulu, HI 96814 Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

..... October 8, 2014

### Special Education Advisory Council

Ms. Ivalee Sinclair. *Chair* Ms. Martha Guinan. *Vice Chair* 

Ms. Brendelyn Ancheta

Dr. Tammy Bopp

Dr. Robert Campbell

Ms. Deborah Cheeseman

Ms. Annette Cooper

Ms. Shari Dela Cuadra-Larsen, liaison to the Superintendent

Ms. Gabriele Finn

Ms. Jenny Gong

Ms. Natalie Haggerty

Ms. Barbara Ioli

Ms. Valerie Johnson

Ms. Deborah Kobayakawa

Ms. Bernadette Lane

Ms. Dale Matsuura

Ms. Stacey Oshio

Ms. Zaidarene Place

Ms. Barbara Pretty

Ms. Kau'i Rezentes

Ms. Rosie Rowe

Dr. Patricia Sheehey

Mr. Tom Smith

Ms. Lani Solomona

Dr. Daniel Ulrich

Ms. Amy Wiech

Ms. Cari White

Ms. Susan Wood

Amanda Kaahanui, Staff Susan Rocco, Staff The Honorable Arne Duncan, Secretary

U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act, expresses our strong support for Hawai'i's application for the Preschool Development Grants program referenced above.

SEAC has long held that all children, with and without disabilities, benefit from quality, early learning programs that address their unique needs and help prepare these keiki for academic success. Hawaii's Preschool Development Grant will be instrumental in expanding quality programs by utilizing research-based and developmentally appropriate practices and aligning curricula with the Hawai'i Early Learning and Development Standards.

These new educational resources for young children will expand the options for young children with disabilities to be educated with their non-disabled peers. They may also reduce the need for some special education services in succeeding years by intervening early with effective interventions when children struggle with academic and socio-emotional goals.

SEAC carnestly requests that the U.S. Departments of Education and Health and Human Services give Hawai'i's grant application their highest consideration for funding.

Respectfully,	
(b)(6)	
Ivalee Sinclair, Chair	



October 2, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell. Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

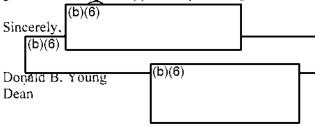
The University of Hawai'i at Mānoa College of Education expresses very strong support for the State of Hawai'i's application for the Preschool Development Grants program.

The College has as its mission to work as a diverse, just, and democratic community in three areas: teaching (preparing new educational professionals and provide on-going professional development in education): research (increasing the knowledge base in education and related fields through the production and application of educational research); and service (serving as partners and leaders for excellence in education). The College also recognizes its responsibility to enhance the well-being of the Native Hawaiian people, and others across the Pacific Basin, through education.

In any given year, there are about 17,000 four-year-old children in Hawai'i. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

The College stands firm behind this application because it will help close the readiness gap between children who have access to high-quality preschool and those who do not in Hawaii. The College has a rich history of collaborating with the DOE, the Hawaii State Teachers Board. Early Learning Advisory Board. Executive on Early Learning, Hawaiii P-20 and P-3 and others, to continue to enhance our early childhood teacher preparation and workforce development system. In support of this application, we are committed to working together to develop alternative pathways for our early childhood bachelor's degree and master's degree programs, to create a birth through age eight license, and to offer scholarships to students committed to working in our DOE preschools.

This grant is an important opportunity for our state, and the University of Hawai'i at Mānoa College of Education pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.



ELAINE YOUNG ACTING EXECUTIVE DIRECTOR



# STATE OF HAWAII WORKFORCE DEVELOPMENT COUNCIL

830 PUNCHBOWL STREET, ROOM 417 HONOLULU, HAWAII 96813 www.hawaii.gov/labor/wdc Phone: (808) 586-8812 / Fax: (808) 586-8674

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re:

Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The State Department of Labor and Industrial Relations' Workforce Development Council (WDC) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

The WDC serves as the State Workforce Agency under DLIR and establishes policy recommendations for allocations, goals, priorities, program coordination, and performance for workforce development.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

In recent years, WDC has moved towards a sector-strategy approach to workforce development, including workgroups with in-demand industries. In continued discussion with employers and stakeholders in a variety of different industries, the subject of work readiness has come up time and again. In order for Hawaii to grow a strong and robust workforce, we need our citizens to be work ready. We know that preparation for prolonged success in education and career starts as young as preschool age or earlier.

In addition, through its Workforce Data Quality Initiative grant, WDC is working in partnership with Hawaii P-20 on the Statewide Longitudinal Data System so that programs such as the Preschool Development initiative can be adequately evaluated and measured.

With these things in mind, we urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,
(b)(6)

Leslie Wilkins

Chair, Workforce Development Council

R. MARK BROWNING SENIOR JUDGE

DEAN E. OCHIAI CIRCUIT COURT JUDGE

FA'AUUGA TO'OTO'O CIRCUIT COURT JUDGE DISTRICT FAMILY JUDGES
JENNIFER L. CHING
SHERRI L. IHA
LANSON K. KUPAU
CHRISTINE E. KURIYAMA
PAUL T. MURAKAMI
STEVEN M. NAKASHIMA
CATHERINE H. REMIGIO
KEVIN A. SOUZA
BODE A. UALE
MATTHEW J. VIOLA

October 2, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

I am writing to express my strong support for the State of Hawai'i's application for the Preschool Development Grants program. I am the Senior Family Court judge for the State of Hawai'i and believe that this is an important investment in our future.

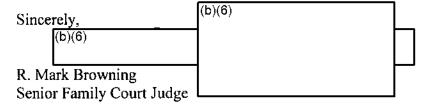
Without early learning, Hawai'i's long-term costs in social services will increase. Research shows that children without early learning are more likely to drop out of high school, become teen parents, commit crimes and never attend college. I see many of them in my courtroom. I know we can do better to help these children. An investment of \$1 in early learning will save the state \$4.20 in state, federal and social costs in the future.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

This grant is an important opportunity for our state, and the Judiciary pledges its support toward

The Honorable Arne Duncan The Honorable Sylvia Mathews Burwell October 2, 2014 Page 2

it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.



PHONE (808) 594-1888 FAX (808) 594-1865



### STATE OF HAWAI'I OFFICE OF HAWAIIAN AFFAIRS

737 IWILEI ROAD, SUITE 200 HONOLULU, HAWAI'I 96817

October 6, 2014

The Honorable Arne Duncan, Secretary
U.S. Department of Education
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, D.C. 20006

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services 200 Independence Avenue, SW Washington, D.C. 20201

Re: Support for the State of Hawai'i's Application to the Preschool Development Grants Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The administration of the Office of Hawaiian Affairs (OHA) appreciates the opportunity to submit this letter in support of the State of Hawai'i's application to the Preschool Development Grants Program.

The Office of Hawaiian Affairs (OHA) is a quasi-independent state agency created by the constitution and laws of the State of Hawai'i. Our mandate is to improve the lives of Native Hawaiians, Hawai'i's indigenous people. Like our American Indian and Alaska Native counterparts, Native Hawaiians exercised sovereignty over land that is now a part of the United States, and presently maintains a trust relationship with the federal and state governments.

In any given year, there are about 17,000 four-year-old children in Hawai'i, and approximately half enter kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

We believe this grant will provide an important opportunity for the State to demonstrate its continuing commitment to build a comprehensive statewide system of early learning for all students. Such a system would greatly benefit Native Hawaiian children in our public schools, including students in our highly innovative Hawaiian-focused and Hawaiian language immersion

Secretaries Duncan and Maxwell Page 2

charter schools. Accordingly, we urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

'O wau iho nō me ka 'oia'i'o,

(b)(6)

Kamana'opono M. Crabbe, Ph.D.

Ka Pouhana, Chief Executive Officer

October 1, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Syivia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

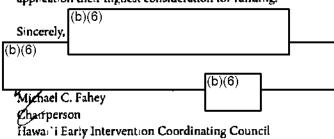
The Hawai'i Early Intervention Coordinating Council (HEICC) expresses strong support for the State of Hawai's application for the Preschool Development Grants Program.

The Governor appointed HEICC serves as the principal advisor to the Hawaii Department of Health (HDOH), which has the responsibility of providing services for children, with disabilities and development delays, birth to age 3 under Part C of the Individuals with Disabilities Education Act (IDEA) 2004. In this advisory capacity, the council helps oversee the implementation of policies and procedures related to resources and, advise and assist the HDOH in developing and implementing policies that constitute the statewide system. The members of HEICC represent under law, a broad range of stakeholders, including parents and; assist in achieving the full participation, coordination and cooperation of all appropriate public and purchase of service private agencies in the State.

In any given year, there are approximately 17,000 four-year-old children residing in the state of Hawai'i. Close to fifty percent of these four-year-olds enter kindergarten, without ever having attended preschool. It comes as no surprise, that a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan. The proposed plan will expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty level.

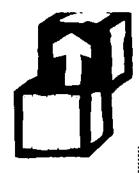
The HEICC strongly supports this application, as it would assist families of children with special needs to access inclusion in state run preschool programs as they transition from early intervention services. Many of our special needs children are enrolled in Hawai'i Department of Education (HDOE) self-contained special education classes, which limits their interaction with typically developing peers.

This grant is an important opportunity for the State of Hawai'i. The HEICC pledges its support to it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.





1350 South King Street Suite 200 Honolulu, HI 96814 Phone: (808) 594-0000 Fax: (808) 594-0013



# The Head Start Association Of Hawai`i

Debbi Amaral MEO Head Start 99 Mahalani Street Wailuku, HI 96793

Child and Family Services

Family Support Hawaii

Maui Economic Opportunity, Inc.

> Maui Family Support Services

Parents and Children Together

Honolulu Community Action Program

Associate Programs:
American Samoa
Guam
Palau
Commonwealth of
North Mariana Island



October 3, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The Head Start Association of Hawaii expresses support for the State of Hawaii's application for the Preschool Development Grants program.

The Head Start Association of Hawaii is a non-profit organization designed to be a unified voice providing opportunities for Hawaii's children and families of low-income to grow and thrive in an everchanging world.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

This grant is an important opportunity for our state, and the Head Start Association of Hawaii pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest

(b)(6) consideration for funding.

Debbi Amaral

President, Head Start Association of Hawaii



84' Bishop St., Suite 301 Honolulu, Hawaii 96813 Telephone: 808 926-1530 Contact g HEECoalition.org

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

HE'E Coalition expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

The Hui for Excellence in Education (HE'E) is a diverse coalition of over 40 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.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Many of HE'E Coalition members are parent groups and community organizations who help families. From a parent, family and community organization perspective, we support a comprehensive early learning program that is aligned with the Kindergarten to Grade 12 system. We also believe in focusing on quality, in establishing standards, and training a quality workforce. Most importantly, we advocate for a program that includes family and community partnerships, as we believe that this engagement is critical for a child's development and learning.

This grant is an important opportunity for our state, and HE'E Coalition pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,

Cheri Nakamura

**HE'E Coalition Director** 



Academy 21

After-School All-Stars Hawaii

Alliance for Place Based Learning

\*Castle Complex Community Council

Center for Civic Education

Coalition for Children with Special Needs

\*DOE Windward District

\*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawaii

\*Good Beginnings Alliance

Harold K.L. Castle Foundation

\*Hawaii Appleseed Center for Law and

**Economic Justice** 

Hawai'i Athletic League of Scholars

\*Hawai'i Charter School Network

\*Hawai'i Nutrition and Physical Activity

Coalition

\*Hawaii State PTSA

Hawai'i State Student Council

Hawai'i State Teachers Association

Hawai'i P-20

Hawai'i 3Rs

**Head Start Collaboration Office** 

It's All About Kids

\*INPEACE

Joint Venture Education Forum

Junior Achievement of Hawaii

\*Kaho'omiki

Kamehameha Schools

Kanu Hawai'i

Keiki to Career Kaua'i

Kupu A'e

\*Leaders for the Next Generation

Learning First

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

Teach for America

The Learning Coalition

**US PACOM** 

University of Hawai'i College of Education

YMCA of Honolulu

Voting Members (\*)



# Hoʻokākoʻo

Corporation

#### **Board of Directors**

### Pauline Lo Bailey, Chair

Chief People Officer & Director of Co-Curricular Programs, Punohou School

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Former Head of School, Hanahauoli School

#### Joseph Uno

President, J. Uno & Associates, Inc.

# Robert Witt

Executive Director, Hawai'i Association of Independent Schools

# **Donald Young**

Dean, College of Education, University of Hawai'i Manoa

# Megan McCorriston

Executive Director, Hoʻokākoʻo Corporation October 8, 2014

The Honorable Arne Duncan, Secretary

U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary

U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

I wish to express Ho'okāko'o Corporation's strong support for the State of Hawai'i application to the Preschool Development Grant program.

Ho'okāko'o Corporation is a 501(c)(3) non-profit organization established in Act 2/2002 of the Hawai'i Revised Statutes to manage and operate public conversion charter schools in Hawai'i. Our network of high quality, Hawaiian-focused charter schools serve over 1,550 Pre-K to 12th grade students from underserved communities through a shared system of student-centered and research-based educational innovations.

Hawai'i's application proposes an ambitious but achievable plan to expand access to high-quality preschool programs for children at or below 200 percent of the federal poverty line. We have committed our support to this effort by providing valuable early education to the children from the low-income and high-need rural communities we serve. Our participating schools, Kamaile Academy, in the Wai'anae community on the island of O'ahu, Hawai'i, and Kualapu'u School on the island of Moloka'i, Hawai'i, serve students who are respectively 90% and 86% qualified for the Free-Reduced Lunch program.

Ho'okāko'o Corporation pledges its full support towards this important opportunity for the children of our state. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

Sincerely.	
(b)(6)	
Pauline Lo Bailey	



October 6, 2014

The Honorable Arnie Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawaii application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

Kanu o ka 'Āina New Century Public Charter School, together with its non-profit foundation Kanu o ka 'Āina Learning 'Ohana located on Department of Hawaiian Home Lands in Kamuela, Hawai'i, are in full support of the Hawai'i Department of Education's application for the Preschool Development Grant noted above. We also speak for a five schools consortium of charter and public schools, Ka Huli Mua, LLC with preschool programs on three islands, Hawai'i, O'ahu and Kaua'i.

Hawai'i recently changed enrollment age of kindergarteners that has left five year olds out of the public school environment for an additional year. These children and four-year olds are in dire need of preschool services that will prepare them with kindergarten readiness skills they are unable to access due to limited financial resources. Many of these children come from high need families at or below 200 percent of the federal poverty line.

As educators of our youngest population, we firmly believe that providing preschool services for our younger population will reap returns multi-fold as we prepare a generation of children with greater opportunities to succeed in school.

This grant is an important opportunity for our state to bring preschool services to fruition for our needlest children. Kanu o ka 'Āina New Century Public Charter School, Kanu o ka 'Āina Learning 'Ohana and Ka Huli Mua LLC pledges support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

Sincerely,

Patricia Bergin, Elementary Adr Kanu o ka 'Āina New Century P		Executive Director Āina Learning 'Ohana
(b)(6)	(b)(6)	

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October 1, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Support for the State of Hawai'i application to the Re:

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

Parents And Children Together expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

The mission of Parents And Children Together is to promote and support healthy individuals, families and communities by creating opportunities for them to identify and address their own strengths, needs, and concerns and successfully realize their potential.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Parents And Children Together is willing to work with the Executive Office on Early Learning on the development and implementation of a state wide preschool program that is aimed to serve low income families. Currently, Parents And Children Together provides Head Start services to (b) children on the island of O'ahu and (b) children on the island of Hawai'i. As the second largest provider of Head Start services in the state of Hawai'i, we are eager to support the state's effort in getting more children and their families ready for kindergarten.

This grant is an important opportunity for our state, and Parents And Children Together pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

(b)(6)Sincerely (b)(6)Kim/Gould

Chief Operating Officer



# Oahu Main Office

560 North Nimitz Highway Suite 218 Honolulu, HI 96817 Tel: (808) 839-1988 Fax: (808) 839-1799 patch@patchhawaii.org www.patchhawaii.org

# Preschool Open Doors Oahu Main Office Location

Tel: (808) 791-2130 Toll-Free: 1-800-746-5620 Fax: (808) 839-1799 pod@patchhawaii.org

## Maui

1065 Lower Main Street Unit C-214 Lihue, HI 96766 Tel: (808) 242-9232 Fax: (808) 242-4672

# Kauai

4485 Pahe'e Street Lihue, HI 96766 Tel: (808) 246-0622 Fax: (808) 242-4672

# East Hawaii

305 Wailuku Drive Suite 4 Hilo, HI 96720 Tel: (808) 961-3169

# West Hawaii

79-7393 Mamalahoa Hwy. Unit 4A Kealakekua, HI 96750 Tel: (808) 322-3500 Fax: (808) 322-0100

# Member of:

NACCRRA NAFCC Aloha United Way Kauai United Way Hawaii Island United Way BBB of Hawaii, Accredited Charity The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell;

PATCH expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

PATCH is Hawaii's only statewide child care resource and referral agency. We help parents take the guesswork out of choosing child care with referrals to local child care providers – including preschools, information about state licensing requirements, availability of child care subsidies, and other important child care information. We receive over 8,000 enquiries a year from parents asking about child care related matters. PATCH also collects data regarding the child care sector for use by the government and other agencies to improve their respective work.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

PATCH is excited to support this grant. PATCH is contracted by the State of Hawaii to support families with their child care needs and we refer thousands of parents each year to preschools in both rural and urban areas. We also work closely with the licensed preschools to ensure the credentials of their staff and to assist them in improving their quality through technical assistance, site visits and career counselling.

This grant is an important opportunity for our state, and PATCH pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	_li
(b)(6)	
David Okum	ura

Interim Executive Director



October 7, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

Aloha United Way (AUW) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

For over 95 years, AUW has been well regarded in the state as a successful fundraising organization for local non-profit agencies. Beyond that, Aloha United Way supports programs that address urgent or emerging community conditions through its Community Impact Funding. For the last eight years, AUW has provided grants for programs focused in education, poverty prevention, and safety-net services. For 2014, AUW allocated over (b)(4) specifically to education programs. We understand that preparing for life-long success begins at an early age. But with limited state funding available, pre-school is an out-of-reach luxury for many of Hawaii's families.

One in four families in Hawaii isn't able to make ends meet each month without some sort of subsidy. In fact, almost one-third of the state's children live with a parent who lacks secure employment. It's no surprise, then, that approximately 43% of public school kindergarteners in Hawaii had not attended preschool nor another early learning program, which makes kindergarten a challenging environment. Consequently, a large majority of their kindergarten teachers report that many of their students do not display the skills needed for success in school.

The State of Hawaii's proposal to expand access to high-quality pre-school programs is well-designed and achievable; and it will have significant impact in our communities with the highest need. Increasing kindergarten readiness now will have long-lasting benefits for our children and our entire state.

This grant is an important opportunity. Aloha United Way supports the effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely.		
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	(b)(6)	
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Cindy Adams		
CEO		
CEO		

Hawaii Chapter

AAP - Hawaii Chapter 5414 Kirkwood Place Honolulu, Hl 96821

Hawaii Chapter Board

#### President

R. Michael Hamilton, MD, MS, FAAP Department of Pediatrics, Hawaii Permanente Medical Group 2828 Paa Street Mapunapuna Clinic, 2<sup>nd</sup> Floor Honolulu, HI 96819 Phone: 808/432-5604 Fax: 808/432-5601 Email: Michael R. Hamilton@kp.org

Vice President

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Secretary

Josephine Quensell, MD, FAAP 1319 Punahou Street, Suite 1050 Honolulu, HI 96826. Phone: 808/942-8144 Fax: 808/955-3827 Email: quensell@hawaii.edu

#### Treasurer

Milette Oliveros, MD, FAAP 1319 Punahou. Street Honolulu, HI 96826 Email: Milette Oliveros@kapiolani.org

Chapter Executive Director

# Kathryn Sthay

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Immediate Past President

Kenneth T. Nakamura, MD, FAAP 1319 Punahou Street, Room 743 Honolulu, HI 96826 Phone: 808/983-8020 Fax: 808/983-6343 E-mail; kennethn@kapiolani.org

Chapter Web site

www.hawaiiaap.org

# AAP Headquarters

141 Northwest Point Blvd Elk Grove Village, IL 60007-1098 Phone: 847/434-4000 Fax: 847/434-8000 E-mail: kidsdocs@aap.org www.aap.org October 1, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The American Academy of Pediatrics, Hawaii Chapter (HAAP), expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

HAAP is a voluntary organization of over 250 pediatricians and pediatric specialists in Hawaii. Members are in private, group, military, academic and government practice and positions. Pediatricians in training and Allied Professionals interested in Child Health issues are also part of our team. The mission of HAAP is to attain optimal physical, mental and social health and well being for infants, children, adolescents and young adults.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Evidence shows that synapses in the brain are most active prior to age 5 so it is vital to engage children's brains as early as possible. High quality early learning experiences can help balance the effects of adverse childhood experiences, allowing a child to reach their full potential. Prisons estimate their future needs based on test scores from third graders. Access to high quality early learning has been shown to lower the percentage of children destined to end up in prison.

This grant is an important opportunity for our state, and HAAP pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Si	ncerely,		
	(b)(6)		

R. Michael Hamilton, MD, MS, FAAP President

# American Academy of Pediatrics



# DEDICATED TO THE HEALTH OF ALL CHILDREN™

# Hawaii Chapter

October 3, 2014

The Honorable Arne Duncan, Secretary

U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

# Dear Secretaries Duncan and Burwell:

As the Immediate Past Chair of the American Academy of Pediatrics (AAP) National Center for Medical Home Implementation Project Advisory Committee, senior member of AAP Hawaii Chapter, Professor of Pediatrics University of Hawaii, School of Medicine, and Chair of our Planning Committee for Hawaii Statewide Conference on Early Childhood Integration Through Interdisciplinary Care Coordination held 9/9/14, I strongly support State of Hawaii's application for the Preschool Development Grants program.

I have been involved in early childhood over many decades: Chaired Hawaii's Child Health Plan in 1979 with emphasis on prevention, early intervention programs and medical home concept; received a Maternal Child Health Bureau SPRANS grant to develop an education and training program for our primary care physicians and community in support of implementing a system of care for Children with Special Health Care Needs (CSHCN) under PL 99-457 Part H and subsequently IDEA Part C in the '80s; moved this to our national AAP in the '90s and enlarged the Family Centered Medical Home concept from CSHCN to all children. In the past decade 1 promoted Early Childhood and Primary Care to the Philippines, China – Beijing, Shanghai, and Hong Kong, Singapore, and Thailand with six separate conferences under "Asia-US Partnership in Early Childhood and Primary Care".

In the past years I have realized that Hawaii's program had fallen behind in early childhood due to our economic constraints and political changes. Our Early Learning Advisory Board and Action Strategy group with dedication and hard work have now rejuvenated our early childhood stakeholders and are ready to move at all levels, vertically and horizontally, in building a strong foundation for Early Learning, especially for our at risk young children.

We are actively pursuing improving Developmental and Behavioral Screening in early childhood; working closely in care coordination and delivery of comprehensive services for CSHCN; and with our AAP Hawaii Chapter leadership building bridges with our community providers that serve those young children that are most vulnerable. A pediatrician from our Chapter sits at the table with our Early Learning Advisory Board. In light of the renewed spirit and energy, we feel invigorated, as a collaborative body, to move forward. We urge the US Department of Education and Health and Human Services to grant us this opportunity to support Hawaii's young children future at this critical time.

Mahalo and Aloha,	
(b)(6)	
Calvin C.J. Sia, MD FAA	P



September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

Good Beginnings Alliance (GBA) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

GBA is a Hawaii based non-profit organization in operation since 1997. We work to build a united voice, educating and advocating for Hawaii's children. Our vision is that all children from 0-8 are healthy, safe and ready to learn. GBA works to build awareness and public will in the community around pressing children's issues. We then engage, equip and empower community organizations, businesses and families to take collective action.

Almost half of our children are currently starting kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness in high-need communities for lowest income children.

In recent years, GBA has coordinated Hawaii's advocacy and community engagement activities to ensure that all children have access to preschool. As a result of our efforts, in June 2013 Gov. Abercrombie signed the  $\frac{(b)}{(b)}$  School Readiness Act an action he referred to as the "most important legislation of the session." In 2014, GBA helped to secure  $\frac{(b)}{(b)}$  for the first Hawaii Dept. of Education preschool pilots, and to pass legislation to make kindergarten mandatory.

This grant is an important opportunity for our state, and builds on our advocacy efforts in the community. Good Beginnings Alliance pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	
Deborah Zysman, MPH	
Vice President and Executive D	irector



Phone: (808) 532-2244 • Fax: (808) 545-2025

October 2, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

I am writing to express strong support for the State of Hawai'i's application for the Preschool Development Grants program.

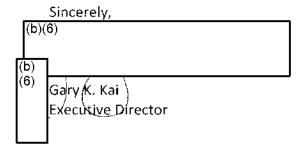
The Hawaii Business Roundtable (HBR) is a statewide public policy organization made up of the CEOs and Senior Executives of the largest companies headquartered or maintaining significant operations in Hawaii. The HBR's mission is to promote the overall economic vitality and social health of Hawai'i. The HBR also serves as a forum for discussion of issues which are of wide community interest and could have an impact on the entire business community.

For over 30 years, the HBR has worked hard for the interest of our children's education and well-being. Our more recent efforts have been focused on building a comprehensive early childhood education system in Hawai'i.

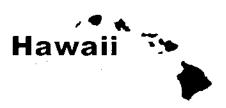
In any given year, there are about 17,000 four-year-old children in Hawai'i. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

The task ahead is not an easy one and will take a great deal of time and energy. It will take the collaborative efforts of the entire community – public, private, and nonprofit sectors. The importance of early childhood education is fully understood by our members. Creating a system of high-quality education for those who have the greatest needs will have the greatest impact in Hawai'i and allow us to build upon that experience.

This grant is an important opportunity for our state, and the Hawaii Business Roundtable and its members look forward to being a part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding. Thank you very much.







October 9, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

This letter of support is for the State of Hawaii's application for the Preschool Development Grants program.

I am the Executive Director of the Hawai'i Public Charter Schools Network (HPCSN) and we strongly support this grant's ambitious and achievable plan to expand quality preschool programs for children at or below 200 percent of the federal poverty line, help assure continuous quality improvement within these programs, and help build and maintain strong partnerships with early learning providers to ensure sustainable, high-quality preschool programs.

HPCSN advocates and supports quality public charter schools in Hawai'i, supporting all efforts to increase student outcomes at the school level, and believes that this project will greatly benefit charter students by supporting quality education at an early age.

This grant is an important opportunity for the State of Hawaii and HPCSN is proud to endorse this program. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincere	ly,
(b)(6)	

Lynn Finnegan
Executive Director

# PROTECTING HAWAII'S OHANA, CHILDREN, UNDER SERVED, ELDERLY AND DISABLED

October 6, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Support for the State of Hawai'i application to the Re: Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

I am writing to express my strong support for the State of Hawai`i's application for the Preschool Development Grants program.

PHOCUSED (Protecting Hawaii's Ohana Children Under Served Elderly and Disabled) is a coalition of organizations and individuals who promote and protect health and human service programs and services during difficult economic times. We are currently engaged in a collective impact partnership between the State of Hawai'i and Hawai'i's nonprofit social service providers to address some of our state's most complex social problems. Early Learning is one of the areas that we are focusing on.

We strongly believe this grant will address the need to improve kindergarten readiness with an ambitious and achievable plan to expand access to highquality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

I whole heartedly support this grant opportunity for our state as part of the continuing effort to build a comprehensive statewide system of early learning. urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

# Darcie Scharfenstein

Board of Directors

Howard Gareal, Chair

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Susan Chandler Victor Geminiani

Aulii George

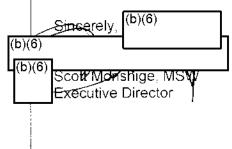
Marya Granibs John McComas

Robert Naniole

Alan Shinn

Nanci Kreidman, Vice Chair Joanne Lundstrom, Vice Chair

Jerry Rauckhorst, Treasurer





# Special Parent Information Network

919 Ala Moana Boulevard, Room 101, Honolulu, Hawaii 96814 Phone: 586-8126 (V/TDD) Fax: 586-8129 E-mail: spin@doh.hawaii.gov Web: www.spinhawaii.org

October 8, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell,

The Special Parent Information Network (SPIN) offers its strong support to Hawaii's Preschool Development Grant application. SPIN is a parent-to-parent information and referral program housed with the Disability & Communication Access Board and funded by special education monies provided by the Department of Education. Our mission is to link families to vital information and resources, encourage home/school partnerships and advocate at the systems level for policies and programs that result in positive results for children with disabilities and their families.

Hawaii has a chronic shortage of affordable, quality preschool programs, and as a result, about half of our Kindergarten population start school without having attended preschool. This places them at higher risk for academic failure than children who have received a developmentally appropriate preschool curriculum.

At the same time there have been few opportunities for children with disabilities who are eligible for special education and related services under IDEA to learn alongside non-disabled peers. Hawaii's grant application addresses both populations by adding quality, inclusive programming in family-centered learning environments.

We urge your two departments to fund this important grant for Hawaii's keiki, and we pledge SPIN's support in getting information to families and communities should the grant be awarded.

Sincerely,	
(b)(6)	
Susan Rocco	
Coordinator	

One day, all children in this nation will have the opportunity to attain an excellent education.

#### **TEACHFORAMERICA**

Secretary Arnie Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Matthews Burwell U.S. Department of Health & Human Services 200 Independence Avenue, SW Washington, DC 20201

October 9, 2014

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretary Duncan and Secretary Burwell:

I am writing today to express Teach For America Hawai'i's strong support for the Hawai'i Preschool Development Grant application. Teach For America Hawai'i is deeply invested in Hawai'i's application because we know Hawai'i is dedicated to providing access to high quality programs to improve outcomes for young children.

In any given year, there are about 17,000 four-year-old children in Hawai'i. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

We believe that Hawai'i's commitment to serving pre-K children and families will dramatically increase outcomes for our state's children in kindergarten, in third grade, and far beyond. Our program has historically been a pipeline of additional high quality ECE teachers in many states. Teach for America Hawai'i pledges its support as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Teach for America Hawai'i is confident that winning this grant will promote expanded school readiness, and work to ensure expanded equity and access to quality for pre-K students. We appreciate your careful consideration of Hawai'i's Preschool Development Grant application.

Sincerely,

(b)(6)

Jill Baldemor Executive Director Teach For America — Hawai'i





October 9, 2014

The Honorable Arne Duncan
Secretary of the U.S. Department of Education and

The Honorable Sylvia Mathews Burwell Secretary of the U.S. Department of Health and Human Services Washington, DC

Dear Mr. Secretary and Madam Secretary:

Knowing Hawaii's deep commitment to establishing and improving access to high-quality preschool programs, particularly in high-need communities, we are pleased that Governor Abercrombie and the Hawaii State Charter School Commission (the Commission) are applying for a federal Preschool Development Grant. Such funding will provide critical assistance to the state as it works to achieve its ambitious early learning and school readiness goals.

Teaching Strategies is honored to have been collaborating with early childhood programs in Hawaii for more than 20 years. The Commission has been consistently innovative in its approach to promoting best practices in early childhood education, and both state administrators and local educators engage with legislators to ensure that policy reflects sound educational principles. Hawaii's implementation of research-based curriculum and assessment resources is successful because ongoing professional development support is provided to administrators, coaches, teachers, and teacher assistants. Hawaii was among the first states to begin an early educational assessment program, and it participates actively in a learning community with other states to share implementation strategies, training materials, policy resources, and lessons learned.

The Commission has helped educators transition successfully to new tools as assessment technology has evolved, promoting improved outcomes for children by collecting meaningful data that inform individualized instruction as well as program-improvement efforts. In Hawaii, programs in a wide variety of public and private settings have participated enthusiastically in pilot and field tests of effective new curricular resources, a state-of-the-art instrument for formative assessment and kindergarten entry assessment, and training materials. Hawaii has been among the first in the nation to pilot an observation-based instrument for assessing children from birth through third grade and to adopt the instrument for use in first-grade classrooms. That tool, *Teaching Strategies GOLD*\*, supports intentional approaches to sustaining improved early learning outcomes through the early elementary grades. Educators are able to see the entire continuum of development throughout the early childhood years, using what they know about each child to scaffold continued learning. Hawaii's expanding use of *Teaching Strategies GOLD*\* in infant-toddler, preschool, kindergarten, and early elementary school programs will help educators develop a shared understanding of school readiness and ease transitions for children and families.

Hawaii's deliberate approach to the further development of preschool programs will promote continuous improvement of program quality, increased access for children in high-need communities, and strong partnerships among stakeholders. We are pleased to write this letter of support for Hawaii's Development Grant application.

Best regards,	•	
(b)(6)		•
Andrea Vale	ntine	
President and	d Chief Operating Officer	



Hilo, HI 96720 (808) 935-4304 (808) 969-7512 www.ahapunanaleo.org

96 Pu'uhonu Place

# Ka Papa Alaka'i Board of Directors

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Keawe Lopes

# Ka Luna Ho'okele Executive Director

M. 'Ekekela Aiona

# <u>Nā Papahana</u> <u>Pūnana Leo</u>

Pūnana Leo Programs

# Nā Kula Pūnana Leo Pūnana Leo Family-Based Preschool Program

Pünana Leo o Hilo

Pūnana Leo o Waimea

Pūnana Leo o Kona

Pūnana Leo o Maui

Pünana Leo o Moloka'i

Pünana Leo o Honolulu

Pünana Leo o Koʻolau Poko

Pünana Leo o Ko'olau Loa

Ponana Leo o Wai anae

Pünana Leo o Mánoa

Pūnana Leo o Kaua'i

# Niuolahiki Hawaiian Language Online

October 1, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The 'Aha Pūnana Leo is providing testimony especially relevant to Hawaiian language medium preschool education of Hawaii's Preschool Development Proposal. We strongly support the proposal, and draw your attention to the unique leadership in our state relative to infant/toddler-grade 3 education through the medium of a Native American language.

The state of Hawai'i has two official languages both of which have full K-12 streams of education. The 'Aha Pūnana Leo ('APL) is a non-profit organization and is the sole statewide early learning provider in the medium of Hawaiian, the non-English official language of our state. The 'APL is recognized nationally as the leader in Native American languages revitalization. Native American languages have a special status and are recognized and protected and promoted in federal law, including Title III and other sections of NCLB.

Native Hawaiians are the largest ethnic group in Hawaiii public schools and have the lowest achievement outcomes. The 'Aha Pūnana Leo has been leading the effort for education through the medium of Hawaiian for over 30 years. After nearly 100 years of precipitous decline under an earlier ban on education through Hawaiian, the number of families using Hawaiian in the home is now growing. The 2010 census shows nearly 17,000 reporting Hawaiian as the language used in the home. Pūnana Leo preschools from one end of the state to the other report waiting lists. The children and families from Pūnana Leo preschools enter Hawaiii's public Department of Education or public charter Hawaiian medium kindergarten classrooms, some of which are the state's Hawaiian language college laboratory school sites. We have had considerable success in developing our program in conjunction with the state of Hawaii's Hawaiian language college - producing high school graduation and college-going rates above the state averages.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for

school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities. The two high needs communities identified in the state Race To The Top grant are Native Hawaiian dominant and include laboratory school sites with Pūnana Leo partners. Our organization will work with this proposal to integrate our infant/toddler and early preschool programs at P-12 Hawaiian language college laboratory schools, for teacher training and for their unique standards and needs.

The 'Aha Pūnana Leo supports this proposal as the project includes building and enhancing the infrastructure to support early education in the medium of Hawaiian. There are nearly 300 children attending Hawaiian medium Pūnana Leo preschools annually. We support the distinctive provisions for Hawaiian language medium preschools and infrastructure support for Hawaiian medium laboratory preschools under the Hawaiian language college.

This grant is an important opportunity for our state, and 'Aha Pūnana Leo pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning in either of Hawai'i's two official languages. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

Sincerely. (b)(6)

M.('Ekekela Aiona Executive Director 'Aha Pūnana Leo



# KAMEHAMEHA SCHOOLS

October 1, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i Application to the Preschool Development Grant Program, CFDA #84,419A

Dear Secretaries Duncan and Burwell:

We at Kamehameha Schools are eager to share our support of Hawai'i's Preschool Development Grant Program application.

Kamehameha Schools (KS) is a private charitable educational trust endowed by the will of Princess Bernice Pauahi Bishop (1831-1884), the great-granddaughter and last direct descendant of King Kamehameha I.

The mission of Kamehameha Schools is to improve the capability and well-being of Hawaiians through education. We achieve our mission by operating an educational system serving over 6,900 students of Hawaiian ancestry at K-12 campuses on O'ahu, Maui and Hawai'i island, and at 30 preschool sites statewide. We also extend our educational reach into the community to serve over 40,000 additional learners annually through a range of programs and community collaborations. These efforts include public charter school support and literacy enhancement programs for public school children, making KS the largest private contributor to Hawai'i public school system.

This grant is an important opportunity for our state, and Kamehameha Schools pledges its support toward it as part of the continuing efforts to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	
Christophor L	Dating

Christopher J. Pating
Vice President, Strategic Planning & Implementation

# HGEA

LOCAL 152, AFL-CIO

# **HAWAII GOVERNMENT EMPLOYEES ASSOCIATION**

AFSCME Local 152, AFL-CIO

RANDY PERREIRA, Executive Director • Tel: 808.543.0011 • Fax: 808.528.0922

October 8, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services 200 Independence Avenue, SW Washington, D.C. 20201

Dear Secretaries Duncan and Burwell:

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

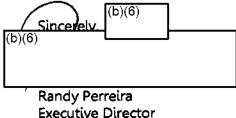
Prescribot Development diant Program, Cr.DA # 04.413/

The Hawaii Government Employees Association, AFSCME Local 152 AFL-CIO strongly supports the State of Hawaii's application for the Preschool Development Grants program.

HGEA, Hawaii's largest public employee union, is a thriving organization with high membership involvement, respected in the community and dedicated to improving the lives of all people, representing over 42,000 members. Our mission is to preserve and advance employee rights and benefits through collective bargaining, legislative advocacy and political action.

In any given year, there are approximately 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

HGEA supports this grant's efforts to provide more of our youngest with a high quality early education experience. This grant would benefit many of our members and their families as well as the broader public. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.





1200 Ala Kapuna Street • Hondi, J., Hawaii 96819 Te (608) 833:2711 • Fax. (808) 839:7106 • Webi www.hsta.org

Wil Okabe

Joan Komila Lewis

Colleen Pasco

Alvin Nagasako

October 7, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Dear Secretaries Duncan and Burwell:

Re: Support for the State of Hawaii application to the Preschool Development Grant Program, CFDA #84.419A

The Hawaii State Teachers Association (HSTA) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

The mission of the Hawaii State Teachers Association is to support and enhance the professional roles of teachers; advocate teachers' interests; collaborate with all segments of the community to assure quality public education for Hawaii's youth; and promote human and civil rights to support and nurture diversity in our multifaceted community.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school.

Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line. The grant would support preschool classrooms in close to build public charter schools across our islands. Each classroom would be taught by HSTA teachers and have the supports to ensure a high-quality program is being provided to our children.

This grant is an important opportunity for our state, and HSTA pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely, (b)(6)

Alvin Nagasako

Executive Director

· 6 25

October 6, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

# RE: Support for the State of Hawaii's application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

The Pacific Resource Partnership (PRP) is a not-for-profit organization that represents the Hawaii Regional Council of Carpenters, the largest construction union in the state, and more than 240 of Hawaii's top contractors. Through this unique partnership, PRP has become an influential voice for responsible construction and an advocate for creating a stronger, more sustainable Hawaii in a way that promotes a vibrant economy, creates jobs and enhances the quality of life for all residents.

PRP <u>strongly supports</u> the State of Hawaii's application for the Preschool Development Grants program.

Research has repeatedly confirmed that early education makes all the difference in school success. When children come to school ready to learn, teachers in the public school system can build on their experiences rather than having to backtrack to fill the cognitive and development gaps that should have been addressed earlier in the child's experience.

Sadly, close to half of Hawaii's kids enter kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

PRP supports this application because we believe early learning opportunities level the playing field and ensure that all our children have a chance to succeed in school. We will do our part in the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. DOE and HHS departments to give Hawaii's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	
Cindy McMillan	
Advocacy & Communication	ns Director





The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawaii application to the Preschool Development Grant Program, CFDA # 84.419A

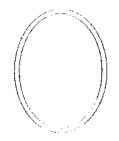
Dear Secretaries Duncan and Burwell:

Consuelo Foundation expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

Consuelo Foundation is a non-profit operating foundation with a mission to prevent and treat abuse, neglect and exploitation of children, women and families in Hawaii. We collaborate with partners who are in a good position to reach children and families in their communities and build better systems to support an environment of well-being.

We are concerned that out of the 17,000 four-year-old children in Hawaii, close to half of them do not attend preschool. A significant number of these children are in high risk households where caregivers are facing numerous challenges in meeting the various developmental needs of children. Access to preschool is a critical factor for children who are already at a serious disadvantage in their life because their families are facing poverty, health issues, violence in the home, or job readiness and employment challenges. We advocate for these children to have a chance to attend preschool.

This grant is an important opportunity for our state, and Consuelo Foundation pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.



Consuelo Zobel Alger Founder and Benefaction

Buard of Tirecture

Constance II, Lau
Chairman

Parti J. Lyons Secretary

I. Patrick Griggs

Timothy E. Johns

Donald W. Layden, dr.

Alejandro Z. Padilla

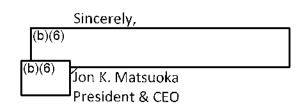
Robert S. Tsushima

Jeffrey N. Watanabe

Hoyt IL Zia

Jon K. Matsuoka President and Chief Executive Office

Jonathan San Vuong Twavung and Chief Financial Officer





October 6, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The Hawaii Community Foundation expresses its support for the State of Hawaii's application for the Preschool Development Grants program.

With 98 years of community service, the Hawai'i Community Foundation (HCF) is the leading philanthropic institution in the state. HCF is a steward of more than 650 funds, including more than 190 scholarship funds, created by donors who desire to transform lives and improve communities. In 2013, \$\frac{(b)}{(b)(4)}\$ in grants and contracts were distributed statewide, including in scholarships. HCF also serves as a resource on community issues and trends in the nonprofit sector.

As a statewide charitable foundation, HCF has supported numerous organizations and agencies over the years in their efforts to build and deliver a quality early childhood program and to address the later needs of children, young people and adults who struggle in our schools and in our community. Over that time we have seen compelling evidence of the critical importance of high quality early learning experiences for all children in providing a strong foundation for education that facilitates better outcomes throughout one's life and for the community. It is hard to point to another single program that would do more to prepare so many young children for a successful start in school than early education. Children without these experiences regularly arrive at the doors of our kindergarten classrooms unprepared to learn. Quite often these children will struggle and lag behind their peers for years to come. The proposed program will increase the number of Hawaii's keiki who benefit from high quality preschool.

This grant is an important opportunity for our state, and HCF pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	
Tammi Chun	
Vice President of Programs	



October 3, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawaii application to the Preschool Development Grant Program, CFDA #84.419A

# Dear Secretaries Duncan and Burwell:

I am writing to express The Learning Coalition's support for the State of Hawaii's application for the Preschool Development Grants program. The Learning Coalition is a private operating foundation and technical assistance provider based in Honolulu. We are dedicated to improving learner outcomes in Hawaii's public schools by supporting local communities and the Hawaii Department of Education in forming sustainable partnerships that increase learner engagement. While our organization focuses primarily on K-12 initiatives, we have partnered with the Executive Office of Early Learning and have been active participants in the Early Childhood Action Strategy Initiative. We understand and wholeheartedly attest to the significance of aligning opportunities and resources along the P-20 (Pre-K through post-secondary) continuum.

Close to half of Hawaii's approximately 17,000 four-year-olds enter kindergarten each year without ever having attended preschool. It comes as no surprise, then, that the majority of public school kindergarten teachers report that their students are not ready for school. Extensive research shows that comprehensive services improve student outcomes in school and in life. We also affirm efforts to align curriculum with standards, ensuring relevance and rigor. This grant is an important opportunity for our state to improve our children's readiness for kindergarten and to facilitate access to services that support student learning and development. Hawaii's application proposes an ambitious but achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

We support this grant application as a crucial part of the continuing effort to build a comprehensive statewide system of early learning. Thank you to both the U.S. Departments of Education and Health and Human Services for your consideration of Hawaii's grant application.

Respectfully,		
(b)(6)		
Matt Lorin		
Vice President		

The Learning Coalition



# 135 Bishold St Roll 1, 80 m. (1275) Description HI SAS A 808 522 1141 808 322 1 03 1 38 I MALE shiptdmarkeastle it have ancom-

A. REDJ. CASTIL Executive Datector and Treasury:

September 27, 2014



The Honorable Arne Duncan, Secretary U.S. Department of Education

Some with the Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

> Re: Support for the State of Hawaii application to the Preschool Development Grants Program, CFDA# 84,419A

Dear Secretaries Duncan and Burwell,

The Samuel N. and Mary Castle Foundation, which provided funding for the writing of the Preschool Development Grant Application, fully supports the application and is prepared to be a collaborative funder as needed and as is possible.

The Samuel N. and Mary Castle Foundation, one of America's oldest foundations, has pioneered early education work in Hawaii stretching back to the 19th century. Working with John Dewey and as a founder of the University of Chicago Lab School, we initiated progressive kindergartens in Hawaji as a means of boosting education achievement for our multi-racial, multicultural population. Our Foundation played a large role in obtaining Territorial legislation which provided full-day voluntary kindergarten in 1943. Today, we fund a range of projects providing slots for low-income children attending accredited preschools, scholarships for preschool teachers for continuing education, facility construction, equipment purchases and innovative teacher training program. We are just initiating, for example, an early mathematics teacher training project for Hawaii and to be delivered by the Chicago-based Erikson Institute. Our Foundation is involved with state and federal policy support for early education and I am a director of the Federal Philanthropy Fund and the Early Education Funders Collaborative. Hawaii is at a pivotal point in its educational history. A Race to the Top state, we have greatly improved our K-12 educational system and are now working to integrate state-funded preschool into the K-12. In November, voters will decide on a measure which will allow the state to create a comprehensive public-private pre-k system of high quality.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school.



San Francisco

# 193 B STOR STRUCK, SU 1278 HONOR 122, H196813 808 (522-120) 808 (522-120) Vivia suggistation of suggistation

All RODE, CASE I Executive Director and Treasurer

Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

This grant is an important opportunity for our state, and the Samuel N. and Mary Castle Foundation pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely, (b)(6)

Alfred L. Castle Executive Director

# **Subgrantees**

# **Letters of Commitment**

Hawaii P-20 Partnerships for Education

Kamaile Academy

Kua O K La Public Charter School

Laupahoehoe Community Public Charter School

Na Wai Ola Public Charter School

University of Hawaii



Spark. Transform. Excel.

October 6, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

Hawaii P-20 Partnerships for Education expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

Hawaii P-20 Partnerships for Education, a statewide partnership led by the Executive Office on Early Learning, the Hawaii State Department of Education and the University of Hawaii System, works to strengthen the education pipeline from early childhood through higher education so that all students achieve college and career success. Hawaii's partners share a sense of urgency about the need to improve Hawaii's educational outcomes in an increasingly global economy, and have established a goal of 55% of Hawaii's working age adults having a 2- or 4-year college degree by 2025.

Hawaii's application proposes an ambitious and achievable plan to expand access to high-quality preschool programs for children at or below 200 percent of the federal poverty line, enhance and create state-funded preschool program slots in high-need communities, monitor for continuous quality improvement, establish and maintain strong partnerships with early learning providers, align with the preschool to third grade continuum of services for children, and ensure sustainability.

We are committed to supporting Hawaii's application by developing and implementing high quality professional development activities, including individualized coaching and mentoring of the prekindergarten teachers, as well as research-based quality monitoring system which embeds CLASS observation and ECERS-R assessment. Furthermore, Hawaii P-20 will provide necessary staffing to establish a statewide formal early childhood data governance structure.

Support for the State of Hawai'i CFDA # 84.419A Page 2	application to the Preschool Development Grant Program,
	portunity for our state, and Hawaii P-20 pledges its support and
	e U.S. Departments of Education and Health and Human Services ion their highest consideration for funding.
(b)(6)	
Karen C. Lee, Ed. D. Executive Director	
· · · · · ·	

# NEIL ABERCROMBIE GOVERNOR

DR. MEGAN McCORRISTON HO'OKAKO'O CORPORATION EXECUTIVE DIRECTOR



EXECUTIVE DIRECTOR

ANNA WINSLOW PRINCIPAL

TOM HUTTON

CHARTER SCHOOLS COMMISION

STATE OF HAWAII Kamaile Academy PCS 85-180 Ala Akau Street Waianae, Hawaii 96792

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

Kamaile Academy Public Charter School expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

Kamaile Academy is a PreK - 12 public conversion charter school located on the Wai'anac Coast of O'ahu. We promote innovation and an 'ohana learning style through our curriculum, educational programs, and expanding learning time.

Wai'anae is home to many of those socioeconomically and ethnically marginalized in Hawai'i. At Kamaile Academy, 78.7% of students live in economic hardship [1] (compared to a statewide average of 46.9% [2]) while 58.9% of students identify primarily as being of Native Hawaiian ancestry.[3] Moreover, 14.1% of students at the school have been identified as homeless or residing in emergency/transitional housing.[4] As would be expected from trends associating such socioeconomic and demographic factors with academic achievement, results from state assessments clearly evidence the achievement gap that exists. While 70.4% and 58.6% of students across Hawai'i met proficiency in reading and math respectively on annual statewide standardized test in SY 2011-2012, only 35.7% of Kamaile students were proficient in reading and only 23.2% in math.[5]

Situated in what would conventionally be labeled a "high need" and "high risk" community, the school community of Kamaile Academy deliberately chooses to focus on the talents, potential, and culture each of our students possesses. The vision of our school is "where learning leads to endless opportunities and infinite worth." Faculty, staff, families, and community members are bound by the belief that education is the path by which those positive assets of our children will lead to endless opportunities for their future and the realization of each individual's infinite worth. As the "Home of the Navigators," Kamaile Academy believes fully that with an appreciation for where they come from along with the proper training, they can navigate their lives to wherever they want to go.

Hawaii's application proposes an ambitious and achievable plan to expand access to high-quality preschool programs for children at or below 200 percent of the federal poverty line, enhance and create

state-funded preschool program slots in high-need communities, monitor for continuous quality improvement, establish and maintain strong partnerships with early learning providers, align with the preschool to third grade continuum of services for children, and ensure sustainability.

We are committed to supporting Hawaii's application. Kamaile Academy has elementary teachers who are certified in early education; therefore, Kamaile has the staff to provide a preschool program to our community. Although we are a PK-12 school, our only PK class is a fully self-contained special education classroom. We have designated a classroom on our campus that can be our general education preschool class.

This grant is an important opportunity for our state, and Kamaile Academy pledges its support and efforts toward it. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

	Sincerely	
(b)(6)		
	Anna Winslow	
	Principal	

# References:

- [1] As measured by those students qualifying for free or reduced meals as of October 1, 2012.
- [2] National Center for Educational Statistics (n.d.) State Education Data Profiles: Hawaii Elementary and Secondary Education Characteristics 2010-2011. Retrieved from http://nces.ed.gov/programs/stateprofiles
- [3] As reported on student registration forms as of October 1, 2012. Note that this percentage does not account for those students who identify with another race as their primary ethnicity but are still part Hawaiian.
- [4] These are students receiving special support from the Navigators' Center after being identified under the McKinney Vento Act.
- [5] Scores as reported on the Hawai'i Department of Education's online Longitudinal Data System

14-5322 Kaimu-Kapoho Road Pahoa, HI 96778 Phone: (808)965-2193 Fax: (808)965-9618 Email: kuaokala a ilhawaii.net

October 8th, 2014

The Honorable Arne Duncan, Secretary

U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary

U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

Kua O Ka La Public Charter School expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

Kua O Ka La PCS is in its 13<sup>th</sup> year. Our school is located on the eastern tip of the Big Island in an extremely rural, economically depressed, and local Hawaiian district. Our facility is on the site of an ancient Hawaiian fishing village in some of the last coastal rainforest left on the islands. We lease the property from Kamehameha Schools. To date we have built 2 classroom buildings, a greenhouse, and 1 office. Our school operates off the power grid on solar energy with generator back up. Ho'oulu Lahui is our founding non profit organization. We offer grades K-12 a classic liberal arts curriculum with an equally strong emphasis on Hawaiian cultural enrichment and sensitivity. We pride ourselves on hands on education with strengths

in sustainability, Hawaiian culture, and archeology. We strive to provide an education with aloha from the womb to the tomb.

Hawaii's application proposes an ambitious and achievable plan to expand access to high-quality preschool programs for children at or below 200 percent of the federal poverty line, to enhance and create state-funded preschool program slots in high-need communities, monitor for continuous quality improvement, establish and maintain strong partnerships with early learning providers, align with the preschool to third grade continuum of services for children, and ensure sustainability.

We are committed to supporting Hawaii's application by Kua O Ka La's local school board supporting a preschool initiative since spring 2014. We are hoping to access public funds to support a free preschool in our very needy district as soon as possible. Our school has partnered the last 2 years with STAR School in Arizona on a 3-3<sup>rd</sup> project to bring up Math scores. Their school has had great success bringing up their Math scores with Montessori manipulatives in these grades and wanted to share it with other cultural schools. Kua O Ka La has been using the training and materials from the Montessori Math and Sensorial program in our K-3rd grade and are finding them to be tremendously helpful. The preschool is planned to be a full Montessori based pre school program with strong Hawaiian culture and an active parent participation and education component.

This grant is an important opportunity for our state, and Kua O Ka La Public Charter School pledges its support and efforts toward it. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely, _	
(b)(6)	
Deanna Wentworth	

Preschool Initiative coordinator and Kindergarten Teacher Kua O Ka La PCS



## Laupahoehoe Community Public Charter School

35-2065 OLD MAMALAHOA HIGHWAY P.O. Box 189 Laupahoehoe, HI 96764 TEL: (808) 962-2200 FAX: (808) 962-2202

School Year 2014-2015

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell: .

Laupahoehoe Community Public Charter School (LCPCS) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

Since its inception in 1883 as Laupahoehoe High and Elementary School (LHES), our school has been operating as the principal means of primary and secondary education for residents along the Hamakua Coast on the Big Island of Hawaii for the past 131 years. A shift in 2012 marked the conversion of LHES into what is now known as Laupahoehoe Community Public Charter School (LCPCS). As a result of strong community involvement and established civic partnerships, current educational services and programs are predicated on community needs-driven themes. LCPCS looks to continue expanding services so as to address other systemic gaps, particularly those that fall within early education. This is especially imperative in our community given that a large percentage of residents residing within our school's catchment area have children under the age of 5 years old, are at or below 200 percent of the federal poverty line, and are predominantly of Native Hawaiian/Pacific Islander descent.

Hawaii's application proposes an ambitious and achievable plan to expand access to high-quality preschool programs for children at or below 200 percent of the federal poverty line, enhance and create state-funded preschool program slots in high-need communities, monitor for continuous quality improvement, establish and maintain strong partnerships with early learning providers, align with the preschool to third grade continuum of services for children, and ensure sustainability.

We are committed to supporting Hawaii's application by continuing the dialogue around the need for increased early education services within our community. We will work towards establishing access to such services within our community, particularly with the introduction of a preschool on our school campus. Without proper

funding and substantial opportunities such as the Preschool Development Grants program, our community's dire needs will not/cannot be addressed.

This grant is an important opportunity for our state, and Laupahoehoe Community Public Charter School (LCPCS) pledges its support and efforts toward it. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	
Gerardo Delgado	
Business Manager	



## Na Wai Ola Public Charter School

From the desk of the Principal
Daniel J. Caluya, M.Ed.
"A State of Hawai'i School of Recognition"

Subject: Support for state of Hawai'i application for the pre-school Development Grant

(CFDA # 84.419A)

Date: September 30, 2014

To: The Honorable Arne Duncan, Secretary, US Department of Education

The Honorable Sylvia Matthews Burwell, Secretary, US Department of Health

and Human Services

From: Daniel J. Caluya, M.Ed. (Principal)

#### **Dear Secretaries Duncan and Burwell:**

Na Wai Ola Public Charter School and its School Governing Board expresses strong support for the state of Hawaii's application for the Preschool Development Grants Program.

Na Wai Ola Public Charter is a K-6 grade Public Charter School that provides educational services in a community that is below the poverty level. The families our school serves consistently suffer from economic hardships, but the effects of the Kilauea Volcano lava flow are compounding those hardships. Currently, over 90% of our students are homeless, living in inadequate, temporary structures that are not fixed, and lack utilities and running water. This situation is only expected to worsen. We serve families that are transient and attend our school a 'Last Chance Opportunity" for their children.

Hawaii's application proposes an ambitious and achievable plan to expand access to high-quality pre-school programs for children at or below 200 percent of the federal poverty line, enhance and create state-funded program slots in high-need communities, monitor for continuous quality improvement, establish and maintain strong partnerships with early learning providers, align with preschool to third grade continuum of services for children, and ensure sustainability.

I have been serving as the school's Director for over three years and I have experience running a Head Start Program. I am committed to starting a high quality preschool on our campus that will provide equity and access to a solid academic foundation for our students. We are committed to supporting Hawaii's application because it will provide access to preschool and support services such as proper nutrition, early developmental screenings, and family support to foster children's cognitive and emotional development- services that these children would not otherwise receive.

This grant is an important opportunity for our state and Na Wai Ola Public Charter School pledges its support and efforts toward it. We urge the US Departments of Education

and Health	Services t	o give :	Hawaii's	grant	application	their	highest	considerat	tion for
funding.									

Very Res (b)(6)	spectfully,	(b)(6)	
Daniel J. Principa	Caluya, M.Ed.	•	
"A State	' of Hawai'i Schoo <u>2319(</u> Office)	ol of Recognit	ion"
(b)(6)	(Cell)		
(b)(6)			



October 6, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

The University of Hawai'i expresses strong support for the State of Hawai'i's application for the Preschool Development Grants program.

The University is the only public system of higher education in the state, with seven community colleges and three baccalaureate institutions.

In any given year, there are about 17,000 four-year-old children in Hawai'i. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

About two-thirds of Hawai'i Department of Education graduates attend one of the University of Hawai'i campuses, and the University is very supportive of the state's goal that 55% of working age adults in Hawai'i should have a college degree by the year 2025. To reach that goal, it is imperative that our state increase high-quality early learning opportunities for all of Hawai'i's children. Hawai'is application to increase the capacity of public charter schools to offer preschool opportunities will allow more children to be prepared for kindergarten and beyond.

Hawai'i P-20 Partnerships for Education, which is housed in the University of Hawai'i's system, is committed to supporting implementation of the grant through two of its divisions – the Hawai'i P-3 Initiative (Hawai'i -3) and Hawai'i Data eXchange Partnership (Hawai'i XP). Its goal has been to promote the development of a cohesive continuum of early learning experiences from early learning and development programs through grade 3.

#### Hawai'i P-3 is committed to:

- Providing professional development to the charter schools and Charter School Commission, Early Learning Advisory Board, and Executive Office on Early Learning;
- Collecting valid and reliable observational data from the charter schools to be used for quality improvement;
- Providing individual coaching and technical assistance to all preschool teachers in the charter schools; and
- Coordinating a P-3 Learning Lab that will bring together prekindergarten charter school leaders throughout the state to share ideas and strategically plan with the Charter School Commission, Hawai'i P-20 Partnerships for Education, Early Learning Advisory Board, and Executive office on Early Learning. At the end of four-year grant period, Hawai'i will have a statewide P-3 strategic plan, implementation strategies, and a sustainability plan.

#### Hawai'i DXP is committed to:

- Developing and implementing a data governance structure for the early childhood sector;
- Producing memoranda of understanding with early childhood organizations to share data with Hawai'i DXP;
- · Creating data mapping across data sharing partners; and
- Coordinating, developing, and finalizing a minimum of two reports for annual production.

This grant is an important opportunity for our state, and the University of Hawai'i pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	
David Lassner	
President	

## **Matching Funds**

## **Letters of Commitment**

Harold K.L. Castle Foundation

Hawaii P-20 Partnerships for Education

Omidyar Group

Hawaii Community Foundation - Omidyar Ohana Fund

University of Hawaii at Manoa - Student Equity, Excellence and Diversity

Executive Office on Early Learning – FY2014 and FY2015 Budget (Budget Worksheets).

Executive Office on Early Learning – FY2014 and FY2015 Budget (Budget Proviso)

Executive Office on Early Learning - FY2016 and FY2017 Budget Request 1

Executive Office on Early Learning – FY2016 and FY2017 Budget Request 2



October 10, 2014

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91, 191

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

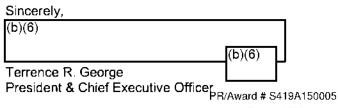
Dear Secretaries Duncan and Burwell:

The Harold K.L. Castle Foundation expresses strong support for the State of Hawaii's application for the Preschool Development Grants program. Founded in 1962 as a private grantmaking foundation, the Foundation's mission is to close the achievement gap and college completion gap in the state of Hawaii. We also have a statewide focus on the restoration of nearshore marine ecosystems and a regional mission to strengthen the vibrancy of communities in Windward Oahu, where Mr. Castle made his money, initially as a cattle rancher, then as a developer of residential subdivisions.

In any given year, nearly half of Hawaii's 17,000 four-year-olds go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Frankly, we support Hawaii's application for selfish reasons: our foundation will have a difficult time achieving our mission of closing the K-12 achievement gap, not to mention the college degree attainment gap, unless far more of Hawaii's children enter kindergarten with the social-emotional and pre-academic skills necessary to succeed in school. As Secretary Duncan knows well, Hawaii has made its public school system more rigorous in recent years, in part due to Hawaii's good use of its Race to the Top grant. Kids who enter kindergarten behind are likely to remain behind without Herculean efforts by them and their teachers to catch them up. Certainly Windward Oahu will be a poorer place if half of its children do not get the opportunity for a good, high-quality start to their educational career. Hawaii aims to build a system of quality, access, and comprehensive services for pre-K children—a system that will long outlast the funding available from this federal grant program.

This grant is an important opportunity for our state, and the Harold K.L. Castle Foundation pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. By "support," we mean (b)(4) of private philanthropic dollars as well as moral and technical support for this initial. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.





Spark. Transform. Excel.

October 6, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

Hawaii P-20 Partnerships for Education expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

Hawaii P-20 Partnerships for Education, a statewide partnership led by the Executive Office on Early Learning, the Hawaii State Department of Education and the University of Hawaii System, works to strengthen the education pipeline from early childhood through higher education so that all students achieve college and career success. Hawaii's partners share a sense of urgency about the need to improve Hawaii's educational outcomes in an increasingly global economy, and have established a goal of 55% of Hawaii's working age adults having a 2- or 4-year college degree by 2025.

Hawaii's application proposes an ambitious and achievable plan to expand access to high-quality preschool programs for children at or below 200 percent of the federal poverty line, enhance and create state-funded preschool program slots in high-need communities, monitor for continuous quality improvement, establish and maintain strong partnerships with early learning providers, align with the preschool to third grade continuum of services for children, and ensure sustainability.

We are committed to supporting Hawaii's application by developing and implementing high quality professional development activities, including individualized coaching and mentoring of the prekindergarten teachers, as well as research-based quality monitoring system which embeds CLASS observation and ECERS-R assessment. Furthermore, Hawaii P-20 will provide necessary staffing to establish a statewide formal early childhood data governance structure.

Page 2	
Moreover, Hawaii P-20 can commit to $(b)(4)$ in private and state funding as matching funds - $(b)(4)$	
This grant is an important opportunity for our state, and Hawaii P-20 pledges its support and efforts toward it. We urge the U.S. Departments of Education and Health and Human Service to give Hawaii's grant application their highest consideration for funding.	:5
Sincerely,	
(b)(6)	

Support for the State of Hawai'i application to the Preschool Development Grant Program,

CFDA # 84.419A

Karen C. Lee, Ed. D. Executive Director

PR/Award # S419A150005 Page e131 October 9, 2074

The Honorable Arne Dimean, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawkit'i application to the Preschoo) Development Grant Program. CFDA = 84.119A

Secretaries Duncan and Burwell:

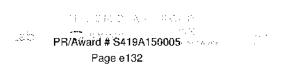
The Omidyar Group expresses strong support for the State of Hawai I's application for the Preschool Development Grants program. We expect to invest more than one milition dollars over the next (wo years alongside your grant funding for robust coordination, experimentation, and evaluation of programs.

A child's foundation is critical in the early years, and is the platform upon which all other programs and fearning is built. Lighty five percent of human brain development occurs from birth to age five, and by age eight, a child's pattern for lifelong learning is set. Implementing a high-quality presenced program that is inclusive and equitable for all of our children is a vital step in our State's future.

The Omidyar Group represents the philanthropic, personal and professional interests of Pierre and Pam Omidyar. Our work and activities are wide-ranging, but united by a common set of values — a deeply rooted belief in humanity, the conviction that every person should be tremed with respect and digatity, and a vision for positive change powered by the individual.

Pierre and Pain parsue a number of statewide efforts to improve the quality of life for Hawaiti's residents. We see preschool as an essential component of a high quality early childhood system and an integral step towards narreasing the quality of life for all of "Inwaiti's residents.

Nucli exciting and inspiring work is atready underway that would both strengthen and be strengthened by your grant. Learnched in July 2012, the Action Strategy is a broad and deep collaborative that guides aligned action across all sectors and all key participants to improve early development of Hawaiti's children, from prenatal through age 8. It includes over 100 professionals from more than 80 organizations working cooperatively across the state to improve



outcomes for Hawai'i's children. The early childhood sector in Hawai'i is more engaged and adjaced than ever before.

We appreciate your consideration of Physic Ps request and we piedge our support toward continuing the effort to build a comprehensive statewide system of early eblidhood development.

(b)(6)

Michael G. Mohr Menaging Director

Į Į

August 1, 2014

Bruce Coppa Chief of Staff Lisecutive Chambers, State Capitol 415 S. Beretania St.

Dear M. Loppa:

Honolulu, HJ 96813

Congratulations on meeting the contingency of your grant from the Omidyar Ohana Fund, a donor advited fund of the Hawaii Community Foundation ("HCF"). The enclosed payment is to support the State of Hawaii early childhood action strategy Program Manager. The following is a summary of the grant terms:

Grant Number: 13DA 60884

Total Grant Amount: not to exceed (b)(4) over two (2) years

Payment: |(b)(4)|

Fund: Omidyar 'Ohana Fund of the Hawar'i Community Foundation

Grant Purpose: State of Hawai'i Farly Childhood Action Strategy Program Manager

Grant Period: 7/25/2013 - 7/24/2015

Final Report: Due one month after the grant end date, on 8/24/2015

Grant Conditions:

- Up to an additional (b)(4) available to support additional expenses related to the position upon termination or transition of the position, provided a written and financial report are submatted to and approved by the Loundation detailing the need for and purpose of these funds.
- Funds not needed for the "Grant Purpose" cited above should be returned to the Hawaii Community Foundation.

Publicity with regards to this grant should be reviewed by the Foundation prior to its release and all references to this grant should acknowledge the Omidyar 'Ohana Fund of the Hawai'i Community Foundation. Any material you wish to send to the donor should be sent to our office

If you have any que tions regarding this grant, please contact Program Director, Robbie Kane, at rkane@hcfhawailorg or (80): 566-5544

We wish you every success in your continued good wors in the community.

Sincerely,

(b)(6)

Kelvin H. Taketa President & CEO

Enclosure



October 8, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

On behalf of the Office of Student Equity, Excellence and Diversity ("SEED") at the University of Hawaii at Manoa, I offer my strong support for the State of Hawaii's application for the Preschool Development Grants program.

The Office of Student Equity, Excellence and Diversity (SEED) provides student support services to underrepresented groups in higher education. We provide programs for the recruitment and success of students from these groups. Further, we provide administrative support to committees addressing diversity issues at Manoa and system wide. Groups that promote diversity in higher education include Native Hawaiians, underrepresented ethnic groups, students transitioning from welfare to work, student parents, students with disabilities, underprepared students, academically gifted students, adults returning to education, and lesbian, gay, bisexual and transgender students. SEED programs and activities promote the diversity goals of the University of Hawai`i at Manoa strategic plan.

The University of Hawaii at Manoa Children's Center is one of the twenty SEED programs. The Children's Center has been providing high quality early childhood programs for children of students since 1990. The Children's Center has 24 full-time staff with an annual budget of (b)(4). In 2015, the Children's Center will award (b)(4) in childcare fee assistance to qualifying student parents. Center staff will provide mentorship to over (b)(4) interns and provide workshops and seminars to (b)(4) of early childhood teachers from the community.

So many of our underrepresented ethnic groups also lag behind in sending our youngest children to high-quality early education programs who in turn are not ready for kindergarten. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

For over 20 years SEED has invested heavily in supporting marginalized groups, including student parents, to pursue college degrees. Our goal has and continues to be equal educational access and student diversity. In 2013/2014 the SEED budget is (b)(4) in state funds and \$5.5 million in federal funds. We are committed to provide up to (b)(4) in-kind contribution of general funds staff time specifically to support this grant. We work closely with P-20 to maximize the impact of our investments and deeply appreciate this opportunity to support this most wise investment.

This grant is an important opportunity for our state, and SEED pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	

Amy Agbayani, Ph. D.
Assistant Vice Chancellor for Student Diversity
Director of SEED

BUDGET WORKSHEET Detail Type: CD

(b)(4)

Program ID: GOV100 OFFICE OF THE GOVERNOR

Structure #: 110101000000

Subject Committee, WAM WAYS AND MEANS

SEQ# EXPLANATION FY 2014 FY 2015

100-09 EXECUTIVE REQUEST:

ADD (8) TEMPORARY POSITIONS AND FUNDS FOR EXECUTIVE

OFFICE ON EARLY LEARNING.

(/648,300A; /681,300A) 

LEGISLATURE DOES NOT CONCUR.

REDUCES (3) TEMPORARY POSITIONS AND FUNDS.

- (1) TEMPORARY DATA SPECIALIST
- (1) TEMPORARY DATA MANAGER
- (1) TEMPORARY PROGRAM MANAGER DIRECT SERVICES/QUALITY

- DETAIL OF GOVERNOR'S REQUEST:
  (1) TEMPORARY DIRECTOR (b)(4)
  (1) TEMPORARY ADMINISTRATIVE ASSISTANT (LYA)
- (2) TEMPORARY PROGRAM MANAGER DIRECT SERVICES/QUALITY

(2) TEMPORARY PROGRAM MANAGER - BINES (LAVA)

(1) TEMPORARY POLICY ANALYST (LAVA)

(1) TEMPORARY DATA SPECIALIST (FY)S: (b)(4

(1) TEMPORARY DATA MANAGER (LAVA)

(1) TEMPORARY OPERATIONS FISCAL MANAGER (b)(4

TRAVEL OUT-OF-STATE (FY)LE (LAVA)

TRAVEL INTRASTATE (LAVA)

MEETINGS (LAVA)

SUPPLIES AND MATERIALS (LAVA)

SUPPLIES AND MATERIALS (LAVA)

PRINTED MATERIALS (LAVA)

PRINTED MATERIALS (65)(A)
PHONE, COMPUTER, INSTALLATION (FY14: (b) FY15: (b))

1	2014-2015	and the sum of $(b)(4)$ or so much there of as may be
2	necessary	in federal funds for fiscal year 2014-2015 shall be
3	used for t	the healthcare transformation program; provided further
4	that the i	funds may be used for up to $(b)(4)$ temporary exempt
5	positions	to provide staff support for the program; and provided
6	further th	nat no funds from other program IDs shall be
7	transferre	ed into GOV100 and expended for the healthcare
8	transforma	ation program or its staff."
9	(30)	By adding a new section to read:
10	"SECT	MION 28.2. Provided that of the general fund
11	appropriat	tion for the office of the governor (GOV100):
12	<u>(1)</u>	The sum of $(b)(4)$ or so much thereof as may be
13		necessary for fiscal year 2014-2015 shall be used
14		for the executive office on early learning program,
15		and the funds may be used for up to $(b)(4)$ temporary
16		exempt positions to provide staff support for the
17		office; and
18	_(2)	No funds from other program IDs shall be
19		transferred into GOV100 and expended for the office
20		on early learning or its staff or the early
21		learning program."
22	(31)	By adding a new section to read:

Program ID:	10301 PRESCHOOL	Org IDs		Org Description	
		000	SCHOOLS		
Office:	EOEL				
B&F Prog ID/Org:	EDN700				
Program Manager Contact In	formation				
Name <sup>-</sup>	Wimmie Wong Lui				
Phone #:	586-0217				
Extension:					

2

#### FORM 2 · New Positions and Additional Funds to be Requested

#### NEW POSITIONS - FTE AND SALARY (CHAR A ONLY)

Character 10: Personal Services "A		1					•					
Strategic Plan Goal	Request Category	Org ID	Job Class Title	Perm	Temp	FY 2016	FY 2029	FY 2018	FY 2019	FY 2020	FY 2021	COMMENTS
Successful Systems of Support	Other critical need	000	*General Educational Officer (56801)	(1.374)								(100 cheracter limit) Program Specialist (\$70k p
- Successful Systems of Support	Other critical need	000	*General Educational Officer (56001)	-(b)(4)								Operations Fiscal Manager
- Successful Systems of Support	Other critical need	000	*General Educational Officer (56001)									Data Analyst
- Succession Systems or Support	Other chical need	000	Geussaf Egnoational Outcet (28001)									Data Allalyst
												<u></u>
		7		ADDITION	IAL, FUNDS, (A	A1, B, C, M)						
haracler, 11; Other, Personal, Servic Strategic, Plan, Goal	Request Category	Org ID	Object		FY 2015	FY,2015	FY, 2029	FY, 201B	FY, 2019	FY, 2020	FY, 2021	COMMENTS
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Form 2 Total								

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Office:	EOEL		
B&F Prog ID/Org:	EDN700		
Program Manager Contact Informa	tion		
Name:	Wimmie Wong Lui		
Phone #:	586-0217		
Extension:			
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#### FORM 2 · New Positions and Additional Funds to be Requested

#### NEW POSITIONS - FTE AND SALARY (CHAR A ONLY)

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Character 20: Supplies and Olher Current Expenses "8":	l							
Character 20: Equipment "C" & Motor Vehicles "M":	l							
Form 2 Total:	1							

# **Appendix Table of Contents**

Appendix #	Attachment Title (filename)	Relevant Selection Criterion	Page #	Description of Attachment
1	High Quality Preschool Program Standards	(A)(4)	3	Documentation of the structural elements in the definition of High-Quality Preschool Program.
2	Act 13	(A)(5) and (C)(2)(c)	4	Set of expectations for school readiness.
3	Letters Of Support	(A)(6)	6	Letters of support from stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils.
4	HELDS Press Release	(B)(1)	66	Executive summary or brief description of the State's Early Learning and Development Standards, including how the definition is met.
5	Act 178	(B)(3) and (B)(5)	67	Evidence of enacted and pending legislation, policies, or practices.
6	Action Strategy	(B)(6)	97	Action Strategy focus areas.
7	Family Partnership Guidelines	(C)(1)(b)	98	Family partnership program standards.
8	AG Advice	(C)(1)(d)	100	Advised need for constitutional amendment.
9	7 Guiding Principles	(C)(1)(h)	107	Child assessment policy.
10	Teachstone	(C)(2)(a)	110	Evidence of a monitoring protocol used to drive continuous program improvement.
11	TS GOLD	(C)(2)(c)	115	Evidence of State targets with measurable outcomes, including school readiness achieved by the program.
12	DOE Org Chart	(E)(1).	118	Hawaii Department of Education organizational chart.
13	Act 130	(E)(1)	119	Statutory establishment of Charter School Commission.
14	P20 Org Chart	(E)(1)	122	Hawaii P-20 Partnerships for Education organizational chart.

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15	Charter Org Chart	(E)(1)	123	Charter School Commission organizational
				chart.
16	Performance Framework	s(E)(1)	124	Charter School Commission monitoring tool.

## **High Quality Preschool Program Standards**

#### Hawaii State Public Charter School Commission

US Department of Education and Department of Health and Human Services
Preschool Development Grant

The Hawaii State Public Charter School Commission (the Commission) will be submitting an application to the Preschool Development Grants Program, due October 14, 2014. These preschools, at both HDOE schools and charter schools, will have the following components:

- (a) Staff qualifications Each classroom will have a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, and a teaching assistant with appropriate credentials.
- (b) **Professional development** Training and technical support will be provided to teachers and principals. This will include in-service coaching for teachers, and training in GOLD child formative assessments to administer, interpret and use data to inform and improve instruction.
- (c) Student to teacher ratio A staff ratio of no more than 10 to 1.
- (d) Class size A class size of no more than 20.
- (e) Full-day The preschool must provide a full-day program, defined as a minimum of 5 hours a day.
- (f) Least Restrictive Environment The preschool will serve children with disabilities to ensure access to and full participation in all opportunities. This will significantly improve the capacity of HDOE to provide the least restrictive environment for children with disabilities.
- (g) Curriculum The classroom curricula will be developmentally appropriate, culturally and linguistically responsive, and aligned with the Hawai'i Early Learning and Development Standards (HELDS). HELDS will also be adapted for implementation in several Native Hawaiian immersion preschools.
- (h) Salaries Instructional staff salaries will be comparable to the salaries of local K-12 instructional staff.
- (j) Evaluation Classroom quality will be assessed utilizing the Classroom Assessment Scoring System (CLASS).
- (k) Comprehensive Services On-site services will be provided to promote families' access to services that support their children's learning and development, including but not limited to health, mental health, family support, nutrition, child welfare, and adult education and training sectors.
- (l) **Health standards** Preschools will be required to be in compliance with evidence-based health and safety standards. Training by the DOH will be provided on health standards and issues.

A Bill for an Act Relating to Education.

Be It Enacted by the Legislature of the State of Hawaii:

SECTION 1. The legislature finds that the Good Beginnings Alliance, established in response to Act 77, Session Laws of Hawaii 1997, is a public-private partnership charged with the responsibility for improving early childhood outcomes through the development of quality early childhood education and care and related family support services. Specifically, the Good Beginnings Alliance must develop policy recommendations concerning all aspects of a coordinated early childhood education and care system, including coordination strategies, resource development, and advocacy.

Through Act 77, Session Laws of Hawaii 1997, the Good Beginnings Alliance is charged with ensuring forward and strategic movement with partners—families, communities, providers, and policy makers—who share a commitment to the goal of all children in Hawaii starting school safe, healthy, and ready to succeed.

The legislature also recognizes that recent reports on the science of child development continue to emphasize that during the first five years of life it is critical for optimum growth and development that a child be in an early education and care environment that stimulates the child's curiosity and creativity, its safe and healthy, and nurtures the child's spirit. Studies have shown that young children thrive when they live in families and communities that foster their "warm heartedness", respect their dignity, and encourage their life-long learning.

Hawaii recognizes the importance of early childhood development on future learning so that children will be ready to succeed in school. Public and private agencies in partnership with communities across the State have implemented the state policy adopted in 1998 by the legislature in House Concurrent Resolution No. 38, S.D. 1, "Alt of Hawaii's Children Will Be Safe, Healthy and Ready to Succeed."

There is increasing national and local focus on the need for quality early childhood programs and experiences in preparing children for kindergarten. The public is becoming more aware that addressing the school readiness of young children is essential for meeting the standards that the federal government will be putting into place as part of education reform. As growing numbers of kindergarten teachers report that children are entering kindergarten not ready for success, the focus is beginning to fall on how families, communities, and early education can support a child to become ready for school, and on how the schools can become better prepared to meet the needs of each individual child chil

better prepared to meet the needs of each individual child entering kindergarten. The 2001 census reports state that Hawaii has 31,751 children three and four years of age. Of those children, 14,967 are from low-income families. However, fifty-one per cent of three and four-year-old children whose families are considered "low-income" (meaning they earn less than one hundred eighty-five per cent of the Federal Poverty Index) do not receive preschool subsidies. Studies in Hawaii and around the nation have demonstrated that children from low-income families who are in quality early childhood education environments and programs prior to entry into kindergarten show greater gains in later school achievement than children who did not have these opportunities.

did not have these opportunities.

The recent report entitled "From Neurons to Neighborhoods", developed by a committee of seventeen national leaders in the fields of early childhood education, psychiatry, neuroscience, economics, and public policy convened by the Board on Children, Youth, and Families of the National Research Council and the Institute of Medicine, states that "striking disparities in what children know and can do are

evident well before they enter kindergarten. These differences are strongly association with social and economic circumstances, and they are predictive of subsequent academic performance. The report goes on to state, "children grow and thrive in context of close and dependable relationships that provide love and nurturance, accurity, responsive interactions, and encouragement for exploration. These conditions most often occur when there is a positive interaction among family, school, community, and the child." The report emphasizes the importance of ensuring that young children's needs are met through sustained relationships with qualified a very the special needs of children with developmental disabilities or extronic health conditions are addressed, and that the settings in which children spend time are safe, stimulating, and compatible with the values and priorities of their

The legislature, by codifying the definition of "school readiness", recognite importance of positive interactions among family, school, community, and child. The legislature affirms the progress of the interdepartmental council school readiness task force and the results and performance framework underway.

The overriding purpose for developing a definition of readiness is to create condition will enable children in Hawaii to succeed in kindergarten and subsequent I experiences. In order to realize this purpose, Hawaii is following the lead of National Education Goals Panel and national and state early childhood research defining readiness broadly to include the critical attributes of child, school, and

I and community support.

This definition of "school readiness" is one of shared responsibility and ntability. Children's developmental characteristics and abilities vary widely in dual children and include: physical health and well being, social and emotional pment, school-related behaviors and skills, approaches to learning, motor el pment and self-help skills, communication and language developmental general knowledge, and cognitive development.

Family support includes meeting children's basic needs, providing emotional rt. supporting learning by providing stimulating experiences, talking to chiland reading to them every day.

School support includes welcoming children and families, involving families hool, providing transitions between the home or early education program and school, providing active, hands-on learning experiences, supporting quality ctional methods, building relationships between children and teachers, honorindividual and cultural diversity, and partnering with community agencies.

Community support includes provisions for children to have adequate nutriton, opportunity for physical activity, health care, enriching preschool and home experiences, and programs that help families to be their child's first teacher.

The purpose of the Act is to add the definition of "school readiness" to Act

". Session Laws of Hawaii 1997. The inclusion of the definition of "school

radiness" is in keeping with the intent of Act 77, which recognizes the Good

Beginnings Alliance as the focal point for policy development, and is dedicated to

chancing, developing, and coordinating quality early childhood services.

chancing, developing, and coordinating quality early childhood services.

The school readiness task force of the interdepartmental council, the private profit corporation, and the community councils are committed to improving the profit corporation, and the community councils are committed to improving the lites to further support children's readiness for school and school's readiness for ldren. This Act requires the foregoing partners to present to the legislature an ual report of progress in enlisting public and community support and family "ricipation in school readiness and in developing policies and strategies for uring results and performance indicators of school readiness that will ngthen Hawaii's early childhood system and build capacity for sustainability.

SECTION 2. Act 77, Session Laws of Hawaii 1997, section 2, as amended by Act 60, Session Laws of Hawaii 2000, is amended by adding a new section to read as follows:

"\$ -6 School readiness; progress report. (a) "School readiness" means that young children are ready to have successful learning experiences in school when there is a positive interaction among the child's developmental characteristics, school practices, and family and community support.

(b) The corporation designated in section —1 and the interdepartmental council shall jointly submit, in their annual report to the governor and the legislature, a description of the progress achieved in enlisting public, private, and community support and family participation in school readiness and in developing policies and strategies for measuring results and performance indicators of school readiness that will strengthen Hawaii's early childhood system and build capacity for sustainability."

SECTION 3. New statutory material is underscored."

SECTION 4. This Act shall take effect upon its approval.

(Approved April 8, 2002.)

Note

1. Edited pursuant to HRS \$23G-16.5.

# ACT 14

S.B. NO. 2725

A Bill for an Act Relating to Naturopathy.

Be It Enacted by the Legislature of the State of Hawaii:

SECTION 1. Section 455-2, Hawaii Revised Statutes, is amended to read as ollows:

"\$455-2 [Application for examination; fee.] Licensing application and requirements; fees. (a) Any person desiring to practice naturopathy shall [apply in writing to the board upon a form prepared and furnished] be licensed under this chapter. To obtain a license under this chapter, a person shall submit a completed application prescribed by the board land shall include in the application any facts concerning the applicant as the board shall require. At the time of the application each applicant shall pay an examination fee to the department. The examination fee may be paid directly to the testing agency by the department or the examination fee examination for a paid directly to the testing agency by the department or the examination.

No person shall be licensed to practice naturepathy unless the person has been duly examined and has passed the examination. provide the information required under this chapter, rules of the board, and other applicable laws and rules, and pay a nonrefundable application fee and other fees provided in rules adopted by the director in accordance with chapter 91.

examination, and other requirements prescribed by this chapter, the rules of the board, and other applicable laws and rules."

SECTION 2. Section 455-3, Hawaii Revised Statutes, is amended to read as

#\$455-3 [Qualifications of apphrenniss] Education requirements, Each applicant shall be a graduate of a school, university, or college of naturopathy that received candidacy status with, or has been accredited by, a regional or a onal [professional] accrediting body recognized by the United States Department Education; provided that any applicant who graduated from a college of naturopaprior to 1987 shall be deemed qualified if the college was approved by the board prior to 1987 and has been accredited by a regional or national [professional] excrediting body recognized by the United States Department of Education."

SECTION 3. Section 455-7. Hawaii Revised Statutes, is amended to read as ws:

"\$455-7 [Examinations.] Examination requirements. (a) The board shall leanduct examinations not less than twice in each year on subjects as the board may require. If the applicant receives a converted score of seventy five on each part of specify the examination[-the upplicant shall be considered has having passed the examination.] for licensure in its rules.

(b) The board shall contract with a professional testing agency to prepare, ister, and grade [examinations] each part of the examination for licensure. applicant shall pass [a written] the examination that has been developed, ted, and tested for reliability by a professional testing agency selected by the [that is able to demonstrate the validity and reliability of the examination]. The shall provide in its rules the passing scores for [any examination given or exproved by the board,] each part of the examination.

(c) To be eligible to take the examination for licensure, an applicant shall met the education requirements specified in section 455-3.

(d) An applicant may apply to take the examination for licensure and pay any dexamination fees directly to the professional testing agency.

d examination fees directly to the professional testing agency.

(e) The board shall set forth the requirements and limitations for reexaminate any, in its rules.

SECTION 4. Statutory material to be repealed is bracketed and stricken, tutory material is underscored,

SECTION 5. This Act shall take effect upon its approval.

Approved April 11, 2002 }

ole

1. Prior to amendment "as" appeared here,

ACT 15

H.B. NO. 1542

A Bill for an Act Relating to Voter Registration.

Be It Enucted by the Legislature of the State of Hawaii.

SECTION 1. Voting is a fundamental right for persons with disabilities as ted by the Federal Voting Rights Act of 1965, as amended, by the Voting Rocessibility for the Elderly and Handicapped Act of 1984, and by the Americans Disabilities Act. Section 11-23, Hawaii Revised Statutes, regarding elections is on of federal law and a violation of the civil rights of people with mental on. The legislature finds that the law must be changed to recognize the rights gmity of people with retardation.

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## **Letters of Support - Table of Contents**

#### Office of the Governor

## Early Learning Advisory Board (State Advisory Council)

## **Executive Office on Early Learning**

#### **Government Leaders**

- Office of the Lieutenant Governor.
- Hawaii State Senator Jill Tokuda and Hawaii State Representative Roy Takumi
- Department of Business, Economic Development and Tourism
- Department of Defense
- Department of Education
- Department of Health
- Department of Human Resources Development
- Department of Human Services
- Department of Labor and Industrial Relations
- Department of Public Safety
- Hawaii State Public Library System.
- Hawaii Head Start State Collaboration Office
- Special Education Advisory Council
- University of Hawaii at Manoa College of Education
- Workforce Development Council
- Family Court of the First Circuit
- Office of Hawaiian Affairs

## **Early Learning Intermediary Organizations**

- Hawaii Early Intervention Coordinating Council
- Head Start Association of Hawaii
- HE`E Coalition
- Ho`okako`o Corporation

- Kanu o ka Aina Learning Ohana
- Parents and Children Together
- PATCH

## Community

- Aloha United Way
- American Academy of Pediatrics Hawaii Chapter
- Good Beginnings Alliance
- Hawaii Business Roundtable
- Hawaii Public Charter Schools Network
- PHOCUSED.
- Special Parents Information Network
- Teach for America Hawaii
- Teaching Strategies for Early Childhood

## Native Hawaiian Focused Trusts and Organizations

- Aha Punana Leo
- Kamehameha Schools

#### **Labor Unions**

- Hawaii Government Employees Association
- Hawaii State Teachers Association
- Pacific Resource Partnership

## **Philanthropy**

- Consuelo Foundation
- Hawaii Community Foundation
- The Learning Coalition
- Samuel N. and Mary Castle Foundation



# EXECUTIVE CHAMBERS

NEIL ABERCROMBIE

October 9, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawaii application to the

Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Dencan and Burwell:

I am pleased to submit Hawaii's application to the Preschool Development Grant Program for your consideration.

Over the last four years, Hawaii has worked hard to improve and implement a truly high-quality early learning system. Hawaii has made significant progress and established its first State-funded prekindergarten program. After years of planning and establishing the foundational pieces of a quality system, nearly 20 public elementary schools across the state are offering a prekindergarten classroom this school year.

Hawaii's statewide comprehensive early learning system has taken its initial first steps and is already making positive impacts on our youngest students and their families. With enthusiasm, we commit to continue the partnerships with our many public and private community partners and push for more dedicated public and private funds to continue and expand the State's early learning system.

The need is critical. In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a large majority of public school kindergarten teachers report that their students are not ready for school.

Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Secretary Duncan and Secretary Burwell October 9, 2014 Page 2

Specifically, we propose to increase preschool access for our four-year-old children through nearly 20 prekindergarten classrooms at our charter schools, the majority of which are located on our neighbor islands, addressing a significant need. To ensure high quality, research-based instructional coaching, child formative assessments, and technical assistance will be integrated into each classroom. Also, to better understand student achievement and success, we will invest in early childhood data governance through a cross-sector longitudinal data system that will link individual-level data from school to career.

l be	lieve the grant will considerat	ply accelerate Hawaii's continuing effort to build a statewide
con	<u>nprehensive system of early le</u>	earning, and greatly appreciate the opportunity to apply.
	Non Responsive	$\mathcal{L}_{\mathcal{A}}$

NEIL ABÈRCROMBIE Governor, State of Hawaii

Chermhi

Secretary Duncan and Secretary Burwell October 9, 2014 Page 2

Specifically, we propose to increase preschool access for our four-year-old children through nearly 20 prekindergarten classrooms at our charter schools, the majority of which are located on our neighbor islands, addressing a significant need. To ensure high quality, research-based instructional coaching, child formative assessments, and technical assistance will be integrated into each classroom. Also, to better understand student achievement and success, we will invest in early childhood data governance through a cross-sector longitudinal data system that will link individual-level data from school to career.

I believe the grant will considerably accelerate Hawaii's continuing effort to build a statewide comprehensive system of early learning, and greatly appreciate the opportunity to apply.

Non Responsive

NEIL ABÈRCROMBIE Governor, State of Hawaii

alexambie

# State of Hawai'i Early Learning Advisory Board

Hawaii State Capitol | 415 South Beretania Street | Room 417 | Honolulu, HI 96813

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services 200 Independence Avenue, S.W. Washington, D.C. 20201

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA# 84.419A

Dear Secretaries Duncan and Burwell:

The Early Learning Advisory Board (ELAB) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

ELAB is an operational state advisory council on early childhood education established by Act 178 of the Hawai'i State Legislature in 2012, with duties as described in section 642B(b) of the Head Start Act (42 U.S.C. 9837(b)) and in compliance with paragraph (i) of the Program Requirements. ELAB was created to advise the Executive Office on Early Learning (EOEL) on how best to meet the educational needs of children from prenatal care to entry into kindergarten; improve the quality, availability, and coordination of early childhood care and education programs; promote collaboration across agencies and stakeholders serving young children; and be an independent voice for the health, safety, development, and learning of children. It is comprised of 19 agencies/organizations involved in early childhood, with representation from both the public and private sectors.

We are excited about the prospect of obtaining preschool development grant that will accelerate our progress in enhancing Hawaii's early childhood development and learning system so more of our children can enter kindergarten ready to learn and succeed in life.

The membership and structure of our board allows us to make certain that various aspects of High-Quality Preschools are integrated across sectors. We have representation from the Department of Health and American Academy of Pediatrics, and will be able to ensure that health is addressed in the best way. We will also ensure continuity of transition due to representation from the Hawaii Early Intervention Coordinating Council, and cultural responsiveness with representation from Hawaiian medium early learning providers.

In the first year ELAB will work with EOEL to make a smooth transition from the Governor's Office to the Hawai'i Department of Education as an agency attached for administrative purposes only. To facilitate this process we have formed a committee to ensure this is a seamless transition. In addition, as described in the application, we will be forming three committees specifically for the purposes of the grant:

#### Committee for Needs Assessment

Purpose: Work with EOEL to conduct an annual needs assessment to determine the

current availability of High-Quality Preschool Programs, including private and faith-based providers and Head Start programs throughout the State of Hawai'i.

Members: Representatives of government agencies (e.g., Department of Health, Head Start,

University of Hawaii at Manoa, Hawaii P-20) and Kaulanakilohana (a consortium

of higher education early childhood education professionals).

#### Committee on Continuous Quality Improvement

Purpose: Assess the progress and impact of the Preschool Development Grant in the State

of Hawai'i, and make recommendations to EOEL regarding future development

and expansion of a High Quality Preschool system for all children.

Members: Representatives of the Hawaii Association for the Education of Young Children,

Hawaii Careers for Young Children, Kaulanakilohana, and family engagement

providers.

#### Committee on Sustainability

Purpose: Collaborate with public and private organizations to maintain the current level of

funding for early childhood education, and increase funding to build a

comprehensive High Quality Preschool system throughout the state. This work includes communication with and education of policymakers on the progress of

the Preschool Development Grant.

Members: Representatives of private foundations, government agencies and legislators.

This grant is an important opportunity for our state, and the members of ELAB pledge their support and efforts toward it. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

Sincerely,		ZI. 1 / 2 1	
(b)(6)	$\neg$	(b)(6)	
Robert Peters		Christina Cox	
Chair		Vice-Chair	



#### EXECUTIVE OFFICE ON EARLY LEARNING

HONO. U. U.

GG V. EIST NEELD DIRECTOR

October 8, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Education

Re: Support for the State of Hawaii application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

The Executive Office on Early Learning (EOEL) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

EOEL was statutorily established in 2012 as part of the Governor's vision for Hawaii and provides government-wide authority to guide the development of a comprehensive and integrated statewide early childhood development and learning system. Our mission is to create this system by connecting health policies and services with early learning programs; supporting communication among agencies and departments to ensure seamless and smooth transitions for children and families; providing a mechanism for community involvement in policy advising; and communicating the status of early learning in the State.

As one of three partners on the Hawai'i P-20 Leadership Council, along with the Hawaii State Department of Education and University of Hawaii System, we will continue to work to improve educational outcomes for Hawaii to strengthen the education pipeline from early childhood through higher education to achieve college and career success for all Hawaii's students.

EOEL is charged with increasing the number of children who have access to a quality early childhood education experience. We are deeply committed to supporting implementation of the preschool development grant and will work with our Early Learning Advisory Board to sustain these efforts by:

• Securing State, federal, and private funds for early childhood education programs, including sustaining the Children's Trust Fund through private philanthropic investment;

- Continuously striving for quality improvement though the development of, or assistance
  in the development of, foundational materials that enhance quality and are applicable
  across State departments; and
- Using the comprehensive needs assessment to determine where the needs are across communities throughout the state, as well as identifying how the quality of these programs can be supported.

We will also persist in pushing for funding at the State and federal levels and from the private sector to support the advancement of early learning in Hawaii. This year, we were able to secure (b)(4) for the first State-funded prekindergarten program, which launched this school year at public elementary schools statewide. The public charter schools, however, were not included in the appropriation and we believe this grant is an important opportunity for them, many of which are located on the neighbor islands and especially on Hawaii Island, to support the families in their communities and address the critical need for access.

This grant is crucial to continuing the momentum toward the building of Hawaii's early learning system, and the Executive Office on Early Learning pledges its utmost support and efforts toward it. We thank the U.S. Departments of Education and Health and Human Services for the great opportunity found in this grant program, and urge you to give Hawaii's grant application your highest consideration for funding.

Sincerely,	
(b)(6)	
GG Weisenfeld, Director	_



## OFFICE OF THE LIEUTENANT GOVERNOR STATE OF HAWAII

STATE CAPITOL HONOLULU, HAWAII 96813

SHAN TSUTSUI LIEUTENANT GOVERNOR

October 1, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

I am pleased to have the opportunity to express my strong support for the State of Hawaii's application for the Preschool Development Grants program. The Office of the Lieutenant Governor works in conjunction with the Governor to promote and implement the Administration's priorities, including the Early Learning Initiative. A top priority of my office has been work on an initiative for middle and intermediate school students to provide quality after-school programs to help keep students engaged and on the path to graduation. This age group is particularly vulnerable, which is why it has become my office's focus. However, to ensure future success of all our children, the education pipeline must be completely supported from early education at the preschool level through post-secondary education.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Throughout my time in office as a state legislator, President of the State Senate, and Lieutenant Governor, education has been a top priority. Personally, as a father of young children, I have very recently witnessed first-hand the value of a preschool education and the impact it can have on future learning and future success. Hawaii is prepared and committed to providing quality early education for our children, especially those in our most vulnerable communities and circumstances. The grant is an opportunity of vital importance for our state, and the Office of the Lieutenant Governor pledges its support as part of the continuing effort to build a comprehensive statewide system of early learning. I urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,

Shan S. Tsutsui Lieutenant Governor



STATE CAPITOL 415 SOUTH BERETANIA STREET HONOLULU, HAWAII 96813

September 29, 2014

The Honorable Ame Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Support for the State of Hawaii application to the Preschool Development Grant Program, Re: CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

We are pleased to provide this letter in strong support of the State of Hawaii's application for the Preschool Development Grants program. As strong advocates and supporters of our public schools, we are very aware of the benefits that investing in preschool provides: establishing a solid foundation for Kindergarten readiness, a proven track record for later success in school, improved graduation rates, and increased success in college, career and beyond.

In any given year, there are about 17,000 four-year-old children in Hawaii. More than half go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Hawaii has worked hard in the last few years to increase access to high quality preschool opportunities for our youngest students. This year we have 21 prekindergarten classrooms being funded at 18 different elementary schools throughout our state, mostly in rural areas that have limited access to private preschool providers. We want to be able to encourage our parents to send their children to preschool, providing different options that are aligned with both the needs and demands of our families and communities.

This grant is an important opportunity for our state, and we pledge our support as part of the continuing effort to build, develop and expand high-quality preschool programs into a comprehensive statewide system of early learning. We humbly urge both the U.S. Department of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,

SENATOR JILL N. TOKUDA

Hawail State Senate

Chair, Committee on Education

REPRESENTATIVE ROY M. TAKUMI

Hawaii House of Representatives

Chair, Committee on Education



# DEPARTMENT OF BUSINESS, ECONOMIC DEVELOPMENT & TOURISM

RICHARD C. LIM

MARY ALICE EVANS
DEF TY DIRE T ==

Telephone

F ax

(808) 586-2355 (808) 586-2377

No. 1 Capitol District Building, 750 South Hotel Street, 5th Floor, Honolulu, Hawai 96613 Mailing Address, P.O. 8ox 7556, Honolulu, Hawaii 95804 Web site, www.hawai pov/dbedt

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant

Program, CFDA # 84.419

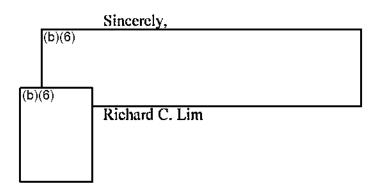
Dear Secretaries Duncan and Burwell:

The State of Hawai'i Department of Business, Economic Development and Tourism (DBEDT) strongly supports the State of Hawaii's application for the Preschool Development Grants program.

DBEDT promotes the growth of Hawai'i's economy, which depends on a well-educated workforce. A well-educated workforce starts with our youngest students, those who start kindergarten ready to learn through an accessible system of preschools.

Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

This grant is an important opportunity for Hawai'i to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.





DARRYLL D. M. WONG MAJOR GENERAL ADJUTANT GENERAL

JOSEPH K, KIM
BRIGADIER GENERAL
DEPUTY ADJUTANT GENERAL

#### STATE OF HAWAII

#### **DEPARTMENT OF DEFENSE**

OFFICE OF THE ADJUTANT GENERAL 3949 DIAMOND HEAD ROAD HONOLULU, HAWAII 96816-4495

October 10, 2014

### <u>Memorandum</u>

To:

The Honorable Arne Duncan, Secretary

U.S. Department of Education

From:

The Honorable Sylvia Mathews Burwell, Secretary

U.S. Department of Health and Human Services

Subject:

Support for The State of Hawai'i Application to

The Preschool Development Grant Program, CFDA # 84,419A

Dear Secretaries Duncan and Burwell:

The State of Hawaii Department of Defense strongly supports the State of Hawaii's application for the Preschool Development Grants program. As a community based force, our Hawaii National Guard is imbedded in the community and views this early learning effort as an investment in our most precious resource- our people. In addition, this effort, which will result in better educated youth, prepares them for our Department's mission of mentoring our youth, protecting our citizens from natural or man-made disasters and earing for our Veterans.

In a given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. This intuitively lessens our children the opportunity to be fully prepared for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need and potentially at-risk children in communities with families at or below 200 percent of the federal poverty line.

This grant is an important opportunity for our state, and the Hawaii State Department of Defense pledges its strong support as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their favorable consideration for funding.

DARRYLL D. M. WONG, Maj Gen, HING

The Adjutant General



#### STATE OF HAWAI'I

#### DEPARTMENT OF EDUCATION

P.O. BOX 2360 HONOLULU, HAWAI'I 96804

OFFICE OF THE SUPERINTENDENT

October 7, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services 200 Independence Avenue, S.W. Washington, D.C. 20201

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The Hawaii Department of Education ("HIDOE") expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

The Hawaii State Department of Education is the only statewide public school district in the country. It comprises 255 schools on six islands, educating about 175,000 students in Grades K-12. There are an additional 33 charter schools and 10 adult education schools. About 13,000 teachers and another 12,000 support staff are charged with educating Hawaii's children.

Hawaii's application will help to address and support our charter schools' contributions to the state's overall kindergarten readiness, and provide more of our youngest with a high quality early education experience.

This grant is an important opportunity for our state, and HIDOE pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Very truly yours.

Kathryn S. Matayoslyl Superintendent

KSM:esa



#### STATE OF HAWAII DEPARTMENT OF HEALTH P. O. BOX 3378 HONOLULU, HI 96801-3378

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September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

RE: Support for the State of Hawaii Application to the Preschool Development Grant Program, CFDA #84,419A

Dear Secretaries Duncan and Burwell:

As Director of the Hawaii State Department of Health, I express strong support for the State of Hawaii Department of Education's application for the Preschool Development Grants program.

The mission of the Hawaii Department of Health is to protect and improve the health and environment for all people in Hawaii. We believe that health (optimal state of physical, mental, social, and environmental well-being) is a right and responsibility of all of Hawaii's people. Our goals are to promote health and well-being, prevent disease and injury, promote healthy lifestyles and workplaces, and promote the strength and integrity of families and communities.

Hawaii's application proposes an ambitious and achievable plan to expand access to high-quality preschool programs for children at or below 200 percent of the federal poverty line, enhance and create state-funded preschool program slots in high-need communities, monitor for continuous quality improvement, establish and maintain strong partnerships with early learning providers, align with the preschool to third grade continuum of services for children, and ensure sustainability.

We are committed to support Hawaii's application by collaborating to ensure the health and development of children in the proposed program, support training on health and wellness topics, and build the system for a birth through third grade continuum.

Sincerely,
(b)(6)
Linda Rosen, M.D., M.P.H.

Director of Health



BARBARA A. KRIEG DIRECTOR

LEILA A. KAGAWA DEPUTY DIRECTOR

## STATE OF HAWAI'I DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT

235 S. BERETANIA STREET HONOLULU, HAWAII 96813-2437

September 29, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The State of Hawai'i Department of Human Resources Development ("DHRD") expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

In any given year, there are about 17,000 four-year-old children in Hawai'i. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

The Department of Human Resources Development provides services to the State's Executive branch departments for the recruitment, management, and retention of a high-performing workforce. Having a robust quality early education system would not only assist the state in growing our own talent to support our on-going workforce needs, but would be a significant benefit to our dedicated government employees who have young children.

This grant is an important opportunity for our state, and DHRD pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	
Barbara A. Krieg	0
Director	



PATRICIA McMANAMAN DIRECTOR

BARBARA A. YAMASHITA DEPUTY DIRECTOR

## STATE OF HAWAII DEPARTMENT OF HUMAN SERVICES

Benefit, Employment & Support Services Division 820 Millani Street, Suite 606 Honolulu, HI 96813

October 2, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The Hawaii Department of Human Services (DHS) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program. The Hawaii DHS provides timely, efficient and effective programs, services and benefits, for the purpose of achieving the outcome of empowering those who are the most vulnerable in our State to expand their capacity for self-sufficiency, self-determination, independence, healthy choices, quality of life and personal dignity.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them enter kindergarten without ever having attended preschool. Not surprisingly, a majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

The DHS, Benefit, Employment & Support Services Division is the Child Care and Development Fund (CCDF) agency receiving CCDF funds for child care subsidies for low-income families to access high-quality early care and school-age programs. The goals of the DHS' Child Care Program are to: (1) develop and invest in a system of quality early care which promote child development and learning and is child-focused, family-friendly, and fair to providers; (2) promote parental choice and empower working families to make their own decisions on the child care that best suits their family's needs; (3) provide consumer education information to help families make informed choices about child care; and (4) assist families trying to achieve independence from public assistance. The receipt of the Preschool Development Grant by Hawaii is integral to achieving these goals. Early childhood education has significant impacts on the communities that invest in it, with one of the benefits being a reduction in overall dependence on social services.

The Honorable Arne Duncan The Honorable Sylvia Mathews Burwell October 2, 2014 Page 2

This grant is an important opportunity for our State, and the DHS pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

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Patricia McManaman Director SHAN S. TSUTSUI LIEUTENANT GOVERNOR



JADE T. BUTAY DEPUTY DIRECTOR

# STATE OF HAWAII DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS 830 PUNCHBOWL STREET, ROOM 321

HONOLULU, HAWAII 96813 <u>www.labor.hawaii.gov</u> Phone: (808) 586-8844 / Fax: (808) 586-9099 Email: dlir.director@hawaii.gov

October 2, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The State of Hawaii Department of Labor and Industrial Relations ("DLIR") expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

DLIR protects the economic security, physical, economic, and social well-being of workers and supports good labor-management relations. A well-educated workforce is critical to Hawaii's economic growth.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Having a robust quality early education system would assist the state in growing our own talent to support our ongoing workforce needs. This would enhance the state's efforts at building a twenty-first century workforce and enable more of our young men and women to stay in Hawaii.

This grant is an important opportunity for our state, and DLIR pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Si	ncerelv. (b)(6)
	(b)(6)
D	wight Takamıne
	irector

#### NEIL ABERCROMBIE GOVERNOR



## STATE OF HAWAII DEPARTMENT OF PUBLIC SAFETY

919 Ala Moana Boulevard, 4th Floor Honolulu, Hawaii 96814

TED	SA	KA	I
DIRE	EC1	ГÓR	

Martha Torney
Deputy Director
Administration

Max Otani
Deputy Director
Corrections

Shawn Tsuha Deputy Director Law Enforcement

October 7, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai`i application to the Preschool Development Grant Program, CFDA # 84.419A

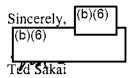
Dear Secretaries Duncan and Burwell:

I am in strong support of the State of Hawai'i's application for the Preschool Development Grants program.

As the director of the state's Department of Public Safety, I see the value of having a strong early learning program that prepares our children for success in school and on to a productive career path.

Research shows that a child who is not ready for kindergarten is more likely to end up in the criminal justice system as an adult. Every year, the Department of Public Safety submits a report to the U.S. National Reporting System regarding the Educational Functioning Level of incarcerated offenders voluntarily receiving educational services testing. In FY 2014, the report reflected 402 offenders (15) functioning at an educational level of third grade or less (Adult Basic Education I), 1094 (40%) at fourth to fifth grade level (Adult Basic Education II), 617 (23%) at six to seventh grade level (Adult Basic Education IV), and 202 (7%) at tenth grade or higher functioning level.

This grant will enable the state to provide our children with better opportunities to steer clear of negative social indicators, such as criminality and repeated incarceration. The Department of Public Safety pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.



NEIL ABERCROMBIE



RICHARD BURNS STATE LIBRARIAN

## STATE OF HAWAII HAWAII STATE PUBLIC LIBRARY SYSTEM

OFFICE OF THE STATE LIBRARIAN
44 MERCHANT STREET
HONOLULU, HAWAII 96813
October 3, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The Hawaii State Public Library System (HSPLS) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

HSPLS's mission is to provide Hawaii's residents, in all walks of life, and at each state of their lives, with access to education, information, programs and services, and to teach and nurture the love of reading and the habit of life-long learning.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

The goals of the Preschool Development Grant align well with the HSPLS's mission. A significant number of young children are our customers and we welcome the opportunity to support them in this most impactful effort.

This grant is an important opportunity for our state, and HSPLS pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	1
(b)(6)	
[ · · · ·	
Richard Burns	·
Hawaii State Librarian	

#### HAWAII STATE HEAD START COLLABORATION OFFICE

Executive Office on Early Learning, 415 So. Beretania Street, Room 417 Honolulu, HI 96813 Phone: 808.586.7556 • Fax: 808.586.0019 • Email: christine.jackson@hawaii.gov

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Matthews Burwell, Secretary U.S. Department of Health and Human Services

RE- Support for the State of Hawai'i application to the Preschool Development Grant Program, CDFA # 84.419A

Dear Secretaries Duncan and Burwell:

The Hawaii Head Start Collaboration Office (HHSCO) strongly supports the State of Hawaii's application for the Preschool Development Grant Program.

The HHSCO is the liaison between the Office of Head Start, the State, and the local Early Head Start (EHS)/Head Start (HS) grantees who provide comprehensive child development, health, and family support services to over 3200 pregnant women, infants, toddlers, and preschoolers and their families in Hawaii. It helps to facilitate collaboration among Hawaii Head Start agencies and entities that carry out activities designed to benefit low-income children from birth to school entry and their families, and works with State agencies and local entities to leverage their common interests around young children and their families to formulate, implement and improve state and local policy and practice.

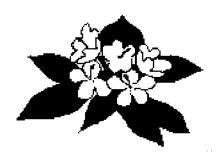
In any given year, there are about 17,000 four-year-old children in Hawaii. Nearly half of them enter kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not "ready for school" – do not have the pre-requisite skills, knowledge and approaches to learning that will help them be successful in Kindergarten. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty guidelines.

Education policy makers and other stakeholders are raising expectations that children be school ready, and that all students be prepared for college, careers, and lifelong learning. Meeting such expectations is a collective effort between schools, community organizations, families, funders and policy makers. Children cannot be successful in Kindergarten and beyond without quality early learning experiences in settings that include healthy and safe environments, qualified staff supported through ongoing professional development activities, appropriate class size and adult/child ratios, formative child assessments to inform instructional practices, comprehensive health and family support services, and family engagement to support positive child outcomes.

This grant is an important opportunity for our State to meet the expectations for "school-ready" children, and the HHSCO pledges its support toward it as part of the continuing effort to build a comprehensive, integrated statewide system of early childhood development and learning. I strongly urge the Departments of Education and Health and Human Services to give Hawaii's application their highest consideration for funding.

Since	relv.	
	(b)(6)	

Christine S. Jackson, Head Start Collaboration Director Executive Office on Early Learning



### SEAC

### Special Education Advisory Council 919 Ala Moana Blvd., Room 101 Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129 email: spin@doh.hawaii.gov

October 8, 2014

#### Special Education Advisory Council

Ms. Ivalee Sinclair, *Chair* Ms. Martha Guinan. *Vice Chair* 

Ms. Brendelyn Ancheta

Dr. Tammy Bopp

Dr. Robert Campbell

Ms. Deborah Cheeseman

Ms. Annette Cooper

Ms. Shari Dela Cuadra-Larsen, liaison to the Superintendent

Ms. Gabriele Finn

Ms. Jenny Gong

Ms. Natalie Haggerty

Ms. Barbara Ioli

Ms. Valerie Johnson

Ms. Deborah Kobayakawa

Ms. Bernadette Lane

Ms. Dale Matsuura

Ms. Stacey Oshio

Ms. Zaidarene Place

Ms. Barbara Pretty

Ms. Kau'i Rezentes

Ms. Rosie Rowe

Dr. Patricia Sheehey

Mr. Tom Smith

Ms. Lani Solomona

Dr. Daniel Ulrich

Ms, Amy Wiech

Ms. Cari White

Ms. Susan Wood

Amanda Kaahanui, Staff Susan Rocco, Staff The Honorable Arne Duncan, Secretary

U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary

U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act, expresses our strong support for Hawai'i's application for the Preschool Development Grants program referenced above.

SEAC has long held that all children, with and without disabilities, benefit from quality, early learning programs that address their unique needs and help prepare these keiki for academic success. Hawaii's Preschool Development Grant will be instrumental in expanding quality programs by utilizing research-based and developmentally appropriate practices and aligning curricula with the Hawai'i Early Learning and Development Standards.

These new educational resources for young children will expand the options for young children with disabilities to be educated with their non-disabled peers. They may also reduce the need for some special education services in succeeding years by intervening early with effective interventions when children struggle with academic and socio-emotional goals.

SEAC carnestly requests that the U.S. Departments of Education and Health and Human Services give Hawai'i's grant application their highest consideration for funding.

Respectfully,	
(b)(6)	

Ivalee Sinclair, Chair



October 2, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell. Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

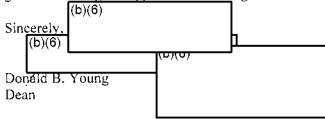
The University of Hawai'i at Mānoa College of Education expresses very strong support for the State of Hawai'i's application for the Preschool Development Grants program.

The College has as its mission to work as a diverse, just, and democratic community in three areas: teaching (preparing new educational professionals and provide on-going professional development in education): research (increasing the knowledge base in education and related fields through the production and application of educational research); and service (serving as partners and leaders for excellence in education). The College also recognizes its responsibility to enhance the well-being of the Native Hawaiian people, and others across the Pacific Basin, through education.

In any given year, there are about 17,000 four-year-old children in Hawai'i. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

The College stands firm behind this application because it will help close the readiness gap between children who have access to high-quality preschool and those who do not in Hawaii. The College has a rich history of collaborating with the DOE, the Hawaii State Teachers Board, Early Learning Advisory Board, Executive on Early Learning, Hawaiii P-20 and P-3 and others, to continue to enhance our early childhood teacher preparation and workforce development system. In support of this application, we are committed to working together to develop alternative pathways for our early childhood bachelor's degree and master's degree programs, to create a birth through age eight license, and to offer scholarships to students committed to working in our DOE preschools.

This grant is an important opportunity for our state, and the University of Hawai'i at Mānoa College of Education pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.



**ELAINE YOUNG** ACTING EXECUTIVE DIRECTOR



#### STATE OF HAWAII WORKFORCE DEVELOPMENT COUNCIL

830 PUNCHBOWL STREET, ROOM 417 HONOLULU, HAWAII 96813 www.hawaii.gov/labor/wdc Phone: (808) 586-8812 / Fax: (808) 586-8674

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The State Department of Labor and Industrial Relations' Workforce Development Council (WDC) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

The WDC serves as the State Workforce Agency under DLIR and establishes policy recommendations for allocations, goals, priorities, program coordination, and performance for workforce development.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line...

In recent years, WDC has moved towards a sector-strategy approach to workforce development, including workgroups with in-demand industries. In continued discussion with employers and stakeholders in a variety of different industries, the subject of work readiness has come up time and again. In order for Hawaii to grow a strong and robust workforce, we need our citizens to be work ready. We know that preparation for prolonged success in education and career starts as young as preschool age or earlier.

In addition, through its Workforce Data Quality Initiative grant, WDC is working in partnership with Hawaii P-20 on the Statewide Longitudinal Data System so that programs such as the Preschool Development initiative can be adequately evaluated and measured.

With these things in mind, we urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely, (b)(6)

Leslie Wilkins

Chair, Workforce Development Council

R. MARK BROWNING SENIOR JUDGE

DEAN E. OCHIAI CIRCUIT COURT JUDGE

FA'AUUGA TO'OTO'O CIRCUIT COURT JUDGE DISTRICT FAMILY JUDGES
JENNIFER L. CHING
SHERRI L. IHA
LANSON K. KUPAU
CHRISTINE E. KURIYAMA
PAUL T. MURAKAMI
STEVEN M. NAKASHIMA
CATHERINE H. REMIGIO
KEVIN A. SOUZA
BODE A. UALE
MATTHEW J. VIOLA

October 2, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

I am writing to express my strong support for the State of Hawai'i's application for the Preschool Development Grants program. I am the Senior Family Court judge for the State of Hawai'i and believe that this is an important investment in our future.

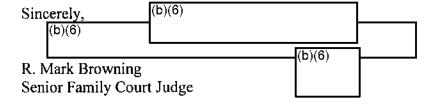
Without early learning, Hawai'i's long-term costs in social services will increase. Research shows that children without early learning are more likely to drop out of high school, become teen parents, commit crimes and never attend college. I see many of them in my courtroom. I know we can do better to help these children. An investment of \$1 in early learning will save the state \$4.20 in state, federal and social costs in the future.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

This grant is an important opportunity for our state, and the Judiciary pledges its support toward

The Honorable Arne Duncan The Honorable Sylvia Mathews Burwell October 2, 2014 Page 2

it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.



PHONE (808) 594-1888 FAX (808) 594-1865



#### STATE OF HAWAI'I OFFICE OF HAWAIIAN AFFAIRS

737 IWILEI ROAD, SUITE 200 HONOLULU, HAWAI'I 96817

October 6, 2014

The Honorable Arne Duncan, Secretary
U.S. Department of Education
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, D.C. 20006

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services 200 Independence Avenue, SW Washington, D.C. 20201

Re: Support for the State of Hawai'i's Application to the Preschool Development Grants Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The administration of the Office of Hawaiian Affairs (OHA) appreciates the opportunity to submit this letter in support of the State of Hawai'i's application to the Preschool Development Grants Program.

The Office of Hawaiian Affairs (OHA) is a quasi-independent state agency created by the constitution and laws of the State of Hawai'i. Our mandate is to improve the lives of Native Hawaiians, Hawai'i's indigenous people. Like our American Indian and Alaska Native counterparts, Native Hawaiians exercised sovereignty over land that is now a part of the United States, and presently maintains a trust relationship with the federal and state governments.

In any given year, there are about 17,000 four-year-old children in Hawai'i, and approximately half enter kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

We believe this grant will provide an important opportunity for the State to demonstrate its continuing commitment to build a comprehensive statewide system of early learning for all students. Such a system would greatly benefit Native Hawaiian children in our public schools, including students in our highly innovative Hawaiian-focused and Hawaiian language immersion

Secretaries Duncan and Maxwell Page 2

charter schools. Accordingly, we urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

'O wau iho nō me ka 'oia'i'o.
(b)(6)

Kamana opono M. Crabbe, Ph.D. Ka Pouhana, Chief Executive Officer October 1, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Syivia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

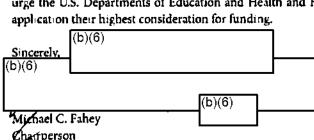
The Hawai'i Early Intervention Coordinating Council (HEICC) expresses strong support for the State of Hawai's application for the Preschool Development Grants Program.

The Governor appointed HEICC serves as the principal advisor to the Hawaii Department of Health (HDOH), which has the responsibility of providing services for children, with disabilities and development delays, birth to age 3 under Part C of the Individuals with Disabilities Education Act (IDEA) 2004. In this advisory capacity, the council helps oversee the implementation of policies and procedures related to resources and, advise and assist the HDOH in developing and implementing policies that constitute the statewide system. The members of HEICC represent under law, a broad range of stakeholders, including parents and; assist in achieving the full participation, coordination and cooperation of all appropriate public and purchase of service private agencies in the State.

In any given year, there are approximately 17,000 four-year-old children residing in the state of Hawai'i. Close to fifty percent of these four-year-olds enter kindergarten, without ever having attended preschool. It comes as no surprise, that a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan. The proposed plan will expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty level.

The HEICC strongly supports this application, as it would assist families of children with special needs to access inclusion in state run preschool programs as they transition from early intervention services. Many of our special needs children are enrolled in Hawai'i Department of Education (HDOE) self-contained special education classes, which limits their interaction with typically developing peers.

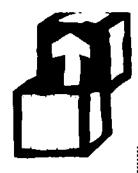
This grant is an important opportunity for the State of Hawai'i. The HEICC pledges its support to it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.



Hawar'i Early Intervention Coordinating Council



1350 South King Street Suite 200 Honolulu, HI 96814 Phone: (808) 594-0000 Fax: (808) 594-0013



## The Head Start Association Of Hawai`i

Debbi Amaral MEO Head Start 99 Mahalani Street Wailuku, HI 96793

Child and Family Services

Family Support Hawaii

Maui Economic Opportunity, Inc.

> Maui Family Support Services

Parents and Children Together

Honolulu Community Action Program

Associate Programs:
American Samoa
Guam
Palau
Commonwealth of
North Mariana Island



October 3, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

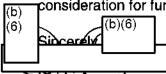
Dear Secretaries Duncan and Burwell:

The Head Start Association of Hawaii expresses support for the State of Hawaii's application for the Preschool Development Grants program.

The Head Start Association of Hawaii is a non-profit organization designed to be a unified voice providing opportunities for Hawaii's children and families of low-income to grow and thrive in an everchanging world.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

This grant is an important opportunity for our state, and the Head Start Association of Hawaii pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.



Debbi Amaral

President, Head Start Association of Hawaii



84' Bishop St., Suite 301 Honolulu, Hawaii 96813 Telephone: 808 926-1530 Contact g HEECoalition.org

September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

HE'E Coalition expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

The Hui for Excellence in Education (HE'E) is a diverse coalition of over 40 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.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Many of HE'E Coalition members are parent groups and community organizations who help families. From a parent, family and community organization perspective, we support a comprehensive early learning program that is aligned with the Kindergarten to Grade 12 system. We also believe in focusing on quality, in establishing standards, and training a quality workforce. Most importantly, we advocate for a program that includes family and community partnerships, as we believe that this engagement is critical for a child's development and learning.

This grant is an important opportunity for our state, and HE'E Coalition pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,

Cheri Nakamura

**HE'E Coalition Director** 



Academy 21

After-School All-Stars Hawaii

Alliance for Place Based Learning

\*Castle Complex Community Council

Center for Civic Education

Coalition for Children with Special Needs

\*DOE Windward District

\*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawaii

\*Good Beginnings Alliance

Harold K.L. Castle Foundation

\*Hawaii Appleseed Center for Law and

**Economic Justice** 

Hawai'i Athletic League of Scholars

\*Hawai'i Charter School Network

\*Hawai'i Nutrition and Physical Activity

Coalition

\*Hawaii State PTSA

Hawai'i State Student Council

Hawai'i State Teachers Association

Hawai'i P-20

Hawai'i 3Rs

**Head Start Collaboration Office** 

It's All About Kids

\*INPEACE

Joint Venture Education Forum

Junior Achievement of Hawaii

\*Kaho'omiki

Kamehameha Schools

Kanu Hawai'i

Keiki to Career Kaua'i

Kupu A'e

\*Leaders for the Next Generation

Learning First

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

Teach for America

The Learning Coalition

**US PACOM** 

University of Hawai'i College of Education

YMCA of Honolulu

Voting Members (\*)



# Hoʻokākoʻo

Corporation

#### **Board of Directors**

#### Pauline Lo Bailey, Chair

Chief People Officer & Director of Co-Curricular Programs, Punohou School

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Seniar Vice President, Corporate Communications & Public Affairs, Hawaiian Airlines

#### Ken Fischer, O.D.

Kenneth J. Fischer, O.D., Inc.

#### Barbara Kalipi

Deputy Director, Queen Lili'uokalani Children's Center

#### **Robert Peters**

Former Head of School, Hanahauoli School

#### Joseph Uno

President, J. Uno & Associates, Inc.

#### Robert Witt

Executive Director, Hawai'i Association of Independent Schools

#### . Donald Young

Dean, College of Education, University of Hawai'i Manoa

#### Megan McCorriston

Executive Director, Hoʻokākoʻo Corporation October 8, 2014

The Honorable Arne Duncan, Secretary

U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary

U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

I wish to express Ho'okāko'o Corporation's strong support for the State of Hawai'i application to the Preschool Development Grant program.

Ho'okāko'o Corporation is a 501(c)(3) non-profit organization established in Act 2/2002 of the Hawai'i Revised Statutes to manage and operate public conversion charter schools in Hawai'i. Our network of high quality, Hawaiian-focused charter schools serve over 1,550 Pre-K to 12th grade students from underserved communities through a shared system of student-centered and research-based educational innovations.

Hawai'i's application proposes an ambitious but achievable plan to expand access to high-quality preschool programs for children at or below 200 percent of the federal poverty line. We have committed our support to this effort by providing valuable early education to the children from the low-income and high-need rural communities we serve. Our participating schools, Kamaile Academy, in the Wai'anae community on the island of O'ahu, Hawai'i, and Kualapu'u School on the island of Moloka'i, Hawai'i, serve students who are respectively 90% and 86% qualified for the Free-Reduced Lunch program.

Ho'okāko'o Corporation pledges its full support towards this important opportunity for the children of our state. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

Sincerely.	
(b)(6)	
Pauline Lo Bailey	

Chair



October 6, 2014

The Honorable Arnie Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawaii application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

Kanu o ka 'Āina New Century Public Charter School, together with its non-profit foundation Kanu o ka 'Āina Learning 'Ohana located on Department of Hawaiian Home Lands in Kamuela, Hawai'i, are in full support of the Hawai'i Department of Education's application for the Preschool Development Grant noted above. We also speak for a five schools consortium of charter and public schools, Ka Huli Mua, LLC with preschool programs on three islands, Hawai'i, O'ahu and Kaua'i.

Hawai'i recently changed enrollment age of kindergarteners that has left five year olds out of the public school environment for an additional year. These children and four-year olds are in dire need of preschool services that will prepare them with kindergarten readiness skills they are unable to access due to limited financial resources. Many of these children come from high need families at or below 200 percent of the federal poverty line.

As educators of our youngest population, we firmly believe that providing preschool services for our younger population will reap returns multi-fold as we prepare a generation of children with greater opportunities to succeed in school.

This grant is an important opportunity for our state to bring preschool services to fruition for our needlest children. Kanu o ka 'Āina New Century Public Charter School, Kanu o ka 'Āina Learning 'Ohana and Ka Huli Mua LLC pledges support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

Sincerely,

Patricia Bergin, Elementary Ac Kanu o ka 'Āina New Century		xecutive Director ina Learning 'Ohana
(b)(6)	(b)(6)	

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October 1, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re:

Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

Parents And Children Together expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

The mission of Parents And Children Together is to promote and support healthy individuals, families and communities by creating opportunities for them to identify and address their own strengths, needs, and concerns and successfully realize their potential.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Parents And Children Together is willing to work with the Executive Office on Early Learning on the development and implementation of a state wide preschool program that is aimed to serve low income families. Currently, Parents And Children Together provides Head Start services to (b) children on the island of O'ahu and (b) children on the island of Hawai'i. As the second largest provider of Head Start services in the state of Hawai'i, we are eager to support the state's effort in getting more children and their families ready for kindergarten.

This grant is an important opportunity for our state, and Parents And Children Together pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

	Sincerely,
(b)(6)	
	Kim <b>√</b> Gould
	Chief Operating Officer



#### Oahu Main Office

560 North Nimitz Highway Suite 218 Honolulu, HI 96817 Tel: (808) 839-1988 Fax: (808) 839-1799 patch@patchhawaii.org www.patchhawaii.org

# Preschool Open Doors Oahu Main Office Location

Tel: (808) 791-2130 Toll-Free: 1-800-746-5620 Fax: (808) 839-1799 pod@patchhawaii.org

#### Maui

1065 Lower Main Street Unit C-214 Lihue, HI 96766 Tel: (808) 242-9232 Fax: (808) 242-4672

#### Kauai

4485 Pahe'e Street Lihue, HI 96766 Tel: (808) 246-0622 Fax: (808) 242-4672

#### East Hawaii

305 Wailuku Drive Suite 4 Hilo, HI 96720 Tel: (808) 961-3169

#### West Hawaii

79-7393 Mamalahoa Hwy. Unit 4A Kealakekua, HI 96750 Tel: (808) 322-3500 Fax: (808) 322-0100

Member of:

NACCRRA
NAFCC
Aloha United Way
Kauai United Way
Hawaii Island United Way
BBB of Hawaii, Accredited Charity

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell;

PATCH expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

PATCH is Hawaii's only statewide child care resource and referral agency. We help parents take the guesswork out of choosing child care with referrals to local child care providers – including preschools, information about state licensing requirements, availability of child care subsidies, and other important child care information. We receive over 8,000 enquiries a year from parents asking about child care related matters. PATCH also collects data regarding the child care sector for use by the government and other agencies to improve their respective work.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

PATCH is excited to support this grant. PATCH is contracted by the State of Hawaii to support families with their child care needs and we refer thousands of parents each year to preschools in both rural and urban areas. We also work closely with the licensed preschools to ensure the credentials of their staff and to assist them in improving their quality through technical assistance, site visits and career counselling.

This grant is an important opportunity for our state, and PATCH pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	1
(b)(6)	
David Oku	mura

David Okumura
Interim Executive Director



October 7, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

Aloha United Way (AUW) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

For over 95 years, AUW has been well regarded in the state as a successful fundraising organization for local non-profit agencies. Beyond that, Aloha United Way supports programs that address urgent or emerging community conditions through its Community Impact Funding. For the last eight years, AUW has provided grants for programs focused in education, poverty prevention, and safety-net services. For 2014, AUW allocated over (b)(4) specifically to education programs. We understand that preparing for life-long success begins at an early age. But with limited state funding available, pre-school is an out-of-reach luxury for many of Hawaii's families.

One in four families in Hawaii isn't able to make ends meet each month without some sort of subsidy. In fact, almost one-third of the state's children live with a parent who lacks secure employment. It's no surprise, then, that approximately 43% of public school kindergarteners in Hawaii had not attended preschool nor another early learning program, which makes kindergarten a challenging environment. Consequently, a large majority of their kindergarten teachers report that many of their students do not display the skills needed for success in school.

The State of Hawaii's proposal to expand access to high-quality pre-school programs is well-designed and achievable; and it will have significant impact in our communities with the highest need. Increasing kindergarten readiness now will have long-lasting benefits for our children and our entire state.

This grant is an important opportunity. Aloha United Way supports the effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,			
(b)(6)			
(-/(-/			
Cindy Adams	/		
CEO	)		
CLO			

Hawaii Chapter

October 1, 2014

AAP - Hawaii Chapter 5414 Kirkwood Place Honolulu, HI 96821

The Honorable Arne Duncan, Secretary

Hawaii Chapter Board

President

R. Michael Hamilton, MD, MS, FAAP Department of Pediatrics, Hawaii Permanente Medical Group 2828 Paa Street Mapunapuna Clinic, 2nd Floor Honolulu, HI 96819 Phone: 808/432-5604 Fax: 808/432-5601 Email: Michael.R.Hamilton@kp.org

Vice President

Mae S. I. Kyono, MD, FAAP 1319 Punahou Street, 7th Floor, Honolulu, HI 96826 Phone: 808/780-5286 Fax: 808/983-6109 Email: mkyono@hawaii.edu,

Secretary

Josephine Quensell, MD, FAAP 1319 Punahou Street, Suite 1050 Honolulu, HI 96826 Phone: 808/942-8144 Fax: 808/955-3827 Email: quensell@hawaii.edu

Milette Oliveros, MD, FAAP 1319 Punahou Street Honolulu, HI 96826 Email: Milette.Oliveros@kapiolani.org

**Chapter Executive Director** Kathryn Sthay 5414 Kirkwood Place Honolulu, HI 96821 Phone: 808/377-5738 Fax: 808/377-3683 E-mail: ksthay@aap.net

Immediate Past President

Kenneth T. Nakamura, MD, FAAP 1319 Punahou Street, Room 743 Honolulu, HI 96826 Phone: 808/983-8020, Fax: 808/983-6343 E-mail: kennethn@kapiolani.org

Chapter Web site www.hawaiiaap.org

AAP Headquarters

141 Northwest Point Blvd Elk Grove Village, IL 60007-1098 Phone: 847/434-4000 Fax: 847/434-8000 E-mail: kidsdocs@aap.org www.aap.org

U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The American Academy of Pediatrics, Hawaii Chapter (HAAP), expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

HAAP is a voluntary organization of over 250 pediatricians and pediatric specialists in Hawaii. Members are in private, group, military, academic and government practice and positions. Pediatricians in training and Allied Professionals interested in Child Health issues are also part of our team. The mission of HAAP is to attain optimal physical, mental and social health and well being for infants, children, adolescents and young adults.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

Evidence shows that synapses in the brain are most active prior to age 5 so it is vital to engage children's brains as early as possible. High quality early learning experiences can help balance the effects of adverse childhood experiences, allowing a child to reach their full potential. Prisons estimate their future needs based on test scores from third graders. Access to high quality early learning has been shown to lower the percentage of children destined to end up in prison.

This grant is an important opportunity for our state, and HAAP pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

5	incerely,	
	(b)(6)	1
	C-7C-7	
-		J
R	<ul> <li>Michael Hamilton, MD, MS,</li> </ul>	FAA
P	resident	

# American Academy of Pediatrics



#### DEDICATED TO THE HEALTH OF ALL CHILDREN"

### Hawaii Chapter

October 3, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

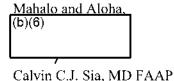
#### Dear Secretaries Duncan and Burwell:

As the Immediate Past Chair of the American Academy of Pediatrics (AAP) National Center for Medical Home Implementation Project Advisory Committee, senior member of AAP Hawaii Chapter, Professor of Pediatrics University of Hawaii, School of Medicine, and Chair of our Planning Committee for Hawaii Statewide Conference on Early Childhood Integration Through Interdisciplinary Care Coordination held 9/9/14, I strongly support State of Hawaii's application for the Preschool Development Grants program.

I have been involved in early childhood over many decades: Chaired Hawaii's Child Health Plan in 1979 with emphasis on prevention, early intervention programs and medical home concept; received a Maternal Child Health Bureau SPRANS grant to develop an education and training program for our primary care physicians and community in support of implementing a system of care for Children with Special Health Care Needs (CSHCN) under PL 99-457 Part H and subsequently IDEA Part C in the '80s; moved this to our national AAP in the '90s and enlarged the Family Centered Medical Home concept from CSHCN to all children. In the past decade 1 promoted Early Childhood and Primary Care to the Philippines, China – Beijing, Shanghai, and Hong Kong, Singapore, and Thailand with six separate conferences under "Asia-US Partnership in Early Childhood and Primary Care".

In the past years I have realized that Hawaii's program had fallen behind in early childhood due to our economic constraints and political changes. Our Early Learning Advisory Board and Action Strategy group with dedication and hard work have now rejuvenated our early childhood stakeholders and are ready to move at all levels, vertically and horizontally, in building a strong foundation for Early Learning, especially for our at risk young children.

We are actively pursuing improving Developmental and Behavioral Screening in early childhood; working closely in care coordination and delivery of comprehensive services for CSHCN; and with our AAP Hawaii Chapter leadership building bridges with our community providers that serve those young children that are most vulnerable. A pediatrician from our Chapter sits at the table with our Early Learning Advisory Board. In light of the renewed spirit and energy, we feel invigorated, as a collaborative body, to move forward. We urge the US Department of Education and Health and Human Services to grant us this opportunity to support Hawaii's young children future at this critical time.





September 30, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

Good Beginnings Alliance (GBA) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

GBA is a Hawaii based non-profit organization in operation since 1997. We work to build a united voice, educating and advocating for Hawaii's children. Our vision is that all children from 0-8 are healthy, safe and ready to learn. GBA works to build awareness and public will in the community around pressing children's issues. We then engage, equip and empower community organizations, businesses and families to take collective action.

Almost half of our children are currently starting kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness in high-need communities for lowest income children.

In recent years, GBA has coordinated Hawaii's advocacy and community engagement activities to ensure that all children have access to preschool. As a result of our efforts, in June 2013 Gov. Abercrombie signed the (b)( School Readiness Act an action he referred to as the "most important legislation of the session." In 2014, GBA helped to secure (b)( for the first Hawaii Dept. of Education preschool pilots, and to pass legislation to make kindergarten mandatory.

This grant is an important opportunity for our state, and builds on our advocacy efforts in the community. Good Beginnings Alliance pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	
Deborah Zysman, MPH	
•	
Vice President and Executive	· Director



Phone: (808) 532-2244 • Fax: (808) 545-2025

October 2, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

I am writing to express strong support for the State of Hawai'i's application for the Preschool Development Grants program.

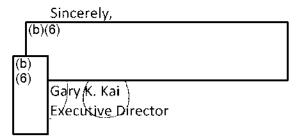
The Hawaii Business Roundtable (HBR) is a statewide public policy organization made up of the CEOs and Senior Executives of the largest companies headquartered or maintaining significant operations in Hawaii. The HBR's mission is to promote the overall economic vitality and social health of Hawai'i. The HBR also serves as a forum for discussion of issues which are of wide community interest and could have an impact on the entire business community.

For over 30 years, the HBR has worked hard for the interest of our children's education and well-being. Our more recent efforts have been focused on building a comprehensive early childhood education system in Hawai'i.

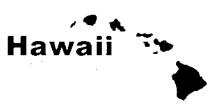
In any given year, there are about 17,000 four-year-old children in Hawai'i. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

The task ahead is not an easy one and will take a great deal of time and energy. It will take the collaborative efforts of the entire community – public, private, and nonprofit sectors. The importance of early childhood education is fully understood by our members. Creating a system of high-quality education for those who have the greatest needs will have the greatest impact in Hawai'i and allow us to build upon that experience.

This grant is an important opportunity for our state, and the Hawaii Business Roundtable and its members look forward to being a part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding. Thank you very much.







October 9, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

This letter of support is for the State of Hawaii's application for the Preschool Development Grants program.

I am the Executive Director of the Hawai'i Public Charter Schools Network (HPCSN) and we strongly support this grant's ambitious and achievable plan to expand quality preschool programs for children at or below 200 percent of the federal poverty line, help assure continuous quality improvement within these programs, and help build and maintain strong partnerships with early learning providers to ensure sustainable, high-quality preschool programs.

HPCSN advocates and supports quality public charter schools in Hawai'i, supporting all efforts to increase student outcomes at the school level, and believes that this project will greatly benefit charter students by supporting quality education at an early age.

This grant is an important opportunity for the State of Hawaii and HPCSN is proud to endorse this program. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	

Lynn Finnegan
Executive Director

#### PROTECTING HAWAII'S OHANA, CHILDREN, UNDER SERVED, ELDERLY AND DISABLED

October 6, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Support for the State of Hawai'i application to the Re: Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

I am writing to express my strong support for the State of Hawai`i's application for the Preschool Development Grants program.

PHOCUSED (Protecting Hawaii's Ohana Children Under Served Elderly and Disabled) is a coalition of organizations and individuals who promote and protect health and human service programs and services during difficult economic times. We are currently engaged in a collective impact partnership between the State of Hawai'i and Hawai'i's nonprofit social service providers to address some of our state's most complex social problems. Early Learning is one of the areas that we are focusing on.

We strongly believe this grant will address the need to improve kindergarten readiness with an ambitious and achievable plan to expand access to highquality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

I whole heartedly support this grant opportunity for our state as part of the continuing effort to build a comprehensive statewide system of early learning. urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

# (b)(6)<del>Sinc</del>erely, Scott/M**or**/shige. MS**W** Executive Director

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# Special Parent Information Network

919 Ala Moana Boulevard, Room 101, Honolulu, Hawaii 96814 Phone: 586-8126 (V/TDD) Fax: 586-8129 E-mail: spin@doh.hawaii.gov Web: www.spinhawaii.org

October 8, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell,

The Special Parent Information Network (SPIN) offers its strong support to Hawaii's Preschool Development Grant application. SPIN is a parent-to-parent information and referral program housed with the Disability & Communication Access Board and funded by special education monies provided by the Department of Education. Our mission is to link families to vital information and resources, encourage home/school partnerships and advocate at the systems level for policies and programs that result in positive results for children with disabilities and their families.

Hawaii has a chronic shortage of affordable, quality preschool programs, and as a result, about half of our Kindergarten population start school without having attended preschool. This places them at higher risk for academic failure than children who have received a developmentally appropriate preschool curriculum.

At the same time there have been few opportunities for children with disabilities who are eligible for special education and related services under IDEA to learn alongside non-disabled peers. Hawaii's grant application addresses both populations by adding quality, inclusive programming in family-centered learning environments.

We urge your two departments to fund this important grant for Hawaii's keiki, and we pledge SPIN's support in getting information to families and communities should the grant be awarded.

Sincerely,	
(b)(6)	
Susan Rocco	
Coordinator	

One day, all children in this nation will have the opportunity to attain an excellent education.

#### **TEACHFORAMERICA**

Secretary Arnie Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202 Secretary Sylvia Matthews Burwell U.S. Department of Health & Human Services 200 Independence Avenue, SW Washington, DC 20201

October 9, 2014

Re: Support for the State of Hawai'i application to the

Preschool Development Grant Program, CFDA # 84.419A

Dear Secretary Duncan and Secretary Burwell:

I am writing today to express Teach For America Hawai'i's strong support for the Hawai'i Preschool Development Grant application. Teach For America Hawai'i is deeply invested in Hawai'i's application because we know Hawai'i is dedicated to providing access to high quality programs to improve outcomes for young children.

In any given year, there are about 17,000 four-year-old children in Hawai'i. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

We believe that Hawai'i's commitment to serving pre-K children and families will dramatically increase outcomes for our state's children in kindergarten, in third grade, and far beyond. Our program has historically been a pipeline of additional high quality ECE teachers in many states. Teach for America Hawai'i pledges its support as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Teach for America Hawai'i is confident that winning this grant will promote expanded school readiness, and work to ensure expanded equity and access to quality for pre-K students. We appreciate your careful consideration of Hawai'i's Preschool Development Grant application.

Sincerely,

(b)(6)

Jill Baldemor Executive Director Teach For America — Hawai'i





October 9, 2014

The Honorable Arne Duncan
Secretary of the U.S. Department of Education and

The Honorable Sylvia Mathews Burwell Secretary of the U.S. Department of Health and Human Services Washington, DC

Dear Mr. Secretary and Madam Secretary:

Knowing Hawaii's deep commitment to establishing and improving access to high-quality preschool programs, particularly in high-need communities, we are pleased that Governor Abercrombie and the Hawaii State Charter School Commission (the Commission) are applying for a federal Preschool Development Grant. Such funding will provide critical assistance to the state as it works to achieve its ambitious early learning and school readiness goals.

Teaching Strategies is honored to have been collaborating with early childhood programs in Hawaii for more than 20 years. The Commission has been consistently innovative in its approach to promoting best practices in early childhood education, and both state administrators and local educators engage with legislators to ensure that policy reflects sound educational principles. Hawaii's implementation of research-based curriculum and assessment resources is successful because ongoing professional development support is provided to administrators, coaches, teachers, and teacher assistants. Hawaii was among the first states to begin an early educational assessment program, and it participates actively in a learning community with other states to share implementation strategies, training materials, policy resources, and lessons learned.

The Commission has helped educators transition successfully to new tools as assessment technology has evolved, promoting improved outcomes for children by collecting meaningful data that inform individualized instruction as well as program-improvement efforts. In Hawaii, programs in a wide variety of public and private settings have participated enthusiastically in pilot and field tests of effective new curricular resources, a state-of-the-art instrument for formative assessment and kindergarten entry assessment, and training materials. Hawaii has been among the first in the nation to pilot an observation-based instrument for assessing children from birth through third grade and to adopt the instrument for use in first-grade classrooms. That tool, *Teaching Strategies GOLD*\*, supports intentional approaches to sustaining improved early learning outcomes through the early elementary grades. Educators are able to see the entire continuum of development throughout the early childhood years, using what they know about each child to scaffold continued learning. Hawaii's expanding use of *Teaching Strategies GOLD*\* in infant-toddler, preschool, kindergarten, and early elementary school programs will help educators develop a shared understanding of school readiness and ease transitions for children and families.

Hawaii's deliberate approach to the further development of preschool programs will promote continuous improvement of program quality, increased access for children in high-need communities, and strong partnerships among stakeholders. We are pleased to write this letter of support for Hawaii's Development Grant application.

Best regards,		
(b)(6)		
Andrea Valentine		
President and Chief (	Operating Officer	



Hilo, HI 96720 (808) 935-4304 (808) 969-7512 www.ahapunanaleo.org

96 Pu'uhonu Place

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#### <u>Nā Papahana</u> <u>Pūnana Leo</u>

Pūnana Leo Programs

#### Nā Kula Pūnana Leo Pūnana Leo Family-Based Preschool Program

Pünana Leo o Hilo

Pūnana Leo o Waimea

Pūnana Leo o Kona

Pūnana Leo o Maui

Pünana Leo o Moloka'i

Pünana Leo o Honolulu

Pünana Leo o Koʻolau Poko

Pünana Leo o Ko'olau Loa

Ponana Leo o Wai anae

Pünana Leo o Mánoa

Pūnana Leo o Kaua'i

#### Niuolahiki Hawaiian Language Online

October 1, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The 'Aha Pūnana Leo is providing testimony especially relevant to Hawaiian language medium preschool education of Hawaii's Preschool Development Proposal. We strongly support the proposal, and draw your attention to the unique leadership in our state relative to infant/toddler-grade 3 education through the medium of a Native American language.

The state of Hawai'i has two official languages both of which have full K-12 streams of education. The 'Aha Pūnana Leo ('APL) is a non-profit organization and is the sole statewide early learning provider in the medium of Hawaiian, the non-English official language of our state. The 'APL is recognized nationally as the leader in Native American languages revitalization. Native American languages have a special status and are recognized and protected and promoted in federal law, including Title III and other sections of NCLB.

Native Hawaiians are the largest ethnic group in Hawaiii public schools and have the lowest achievement outcomes. The 'Aha Pūnana Leo has been leading the effort for education through the medium of Hawaiian for over 30 years. After nearly 100 years of precipitous decline under an earlier ban on education through Hawaiian, the number of families using Hawaiian in the home is now growing. The 2010 census shows nearly 17,000 reporting Hawaiian as the language used in the home. Pūnana Leo preschools from one end of the state to the other report waiting lists. The children and families from Pūnana Leo preschools enter Hawaiii's public Department of Education or public charter Hawaiian medium kindergarten classrooms, some of which are the state's Hawaiian language college laboratory school sites. We have had considerable success in developing our program in conjunction with the state of Hawaii's Hawaiian language college - producing high school graduation and college-going rates above the state averages.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for

school. Hawai'i's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities. The two high needs communities identified in the state Race To The Top grant are Native Hawaiian dominant and include laboratory school sites with Pūnana Leo partners. Our organization will work with this proposal to integrate our infant/toddler and early preschool programs at P-12 Hawaiian language college laboratory schools, for teacher training and for their unique standards and needs.

The 'Aha Pūnana Leo supports this proposal as the project includes building and enhancing the infrastructure to support early education in the medium of Hawaiian. There are nearly 300 children attending Hawaiian medium Pūnana Leo preschools annually. We support the distinctive provisions for Hawaiian language medium preschools and infrastructure support for Hawaiian medium laboratory preschools under the Hawaiian language college.

This grant is an important opportunity for our state, and 'Aha Pūnana Leo pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning in either of Hawai'i's two official languages. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

Sincerely (b)(6)

M.('Ekekela Aiona Executive Director 'Aha Pūnana Leo



#### KAMEHAMEHA SCHOOLS

October 1, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i Application to the Preschool Development Grant Program, CFDA #84,419A

Dear Secretaries Duncan and Burwell:

We at Kamehameha Schools are eager to share our support of Hawai'i's Preschool Development Grant Program application.

Kamehameha Schools (KS) is a private charitable educational trust endowed by the will of Princess Bernice Pauahi Bishop (1831-1884), the great-granddaughter and last direct descendant of King Kamehameha I.

The mission of Kamehameha Schools is to improve the capability and well-being of Hawaiians through education. We achieve our mission by operating an educational system serving over 6,900 students of Hawaiian ancestry at K-12 campuses on O'ahu, Maui and Hawai'i island, and at 30 preschool sites statewide. We also extend our educational reach into the community to serve over 40,000 additional learners annually through a range of programs and community collaborations. These efforts include public charter school support and literacy enhancement programs for public school children, making KS the largest private contributor to Hawai'i public school system.

This grant is an important opportunity for our state, and Kamehameha Schools pledges its support toward it as part of the continuing efforts to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawai'i's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	$\neg$
Christopher J	. Pating
Vice Presider	nt, Strategic Planning & Implementation

# HGEA

LOCAL 152, AFL-CIO

#### **HAWAII GOVERNMENT EMPLOYEES ASSOCIATION**

AFSCME Local 152, AFL-CIO

RANDY PERREIRA, Executive Director • Tel: 808.543.0011 • Fax: 808.528.0922

October 8, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services 200 Independence Avenue, SW Washington, D.C. 20201

Dear Secretaries Duncan and Burwell:

Re: Support for the State of Hawai'i application to the

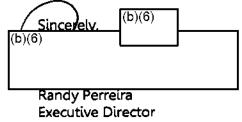
Preschool Development Grant Program, CFDA # 84.419A

The Hawaii Government Employees Association, AFSCME Local 152 AFL-CIO strongly supports the State of Hawaii's application for the Preschool Development Grants program.

HGEA, Hawaii's largest public employee union, is a thriving organization with high membership involvement, respected in the community and dedicated to improving the lives of all people, representing over 42,000 members. Our mission is to preserve and advance employee rights and benefits through collective bargaining, legislative advocacy and political action.

In any given year, there are approximately 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

HGEA supports this grant's efforts to provide more of our youngest with a high quality early education experience. This grant would benefit many of our members and their families as well as the broader public. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.





1200 Ala Kapuna Street • Hondi, J., Hawaii 96819 Te (608) 833:2711 • Fax. (808) 839:7106 • Webi www.hsta.org

Wil Okabe

Joan Kamila Lewis

Colleen Pasco

Alvin Nagasako

October 7, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Dear Secretaries Duncan and Burwell:

Re: Support for the State of Hawaii application to the Preschool Development Grant Program, CFDA #84.419A

The Hawaii State Teachers Association (HSTA) expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

The mission of the Hawaii State Teachers Association is to support and enhance the professional roles of teachers; advocate teachers' interests; collaborate with all segments of the community to assure quality public education for Hawaii's youth; and promote human and civil rights to support and nurture diversity in our multifaceted community.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school.

Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line. The grant would support preschool classrooms in close to public charter schools across our islands. Each classroom would be taught by HSTA teachers and have the supports to ensure a high-quality program is being provided to our children.

This grant is an important opportunity for our state, and HSTA pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely.	_
Sincerely. (b)(6)	
L	
Al√in Nagasako	
Executive Director	

October 6, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

# RE: Support for the State of Hawaii's application to the Preschool Development Grant Program, CFDA #84.419A

Dear Secretaries Duncan and Burwell:

The Pacific Resource Partnership (PRP) is a not-for-profit organization that represents the Hawaii Regional Council of Carpenters, the largest construction union in the state, and more than 240 of Hawaii's top contractors. Through this unique partnership, PRP has become an influential voice for responsible construction and an advocate for creating a stronger, more sustainable Hawaii in a way that promotes a vibrant economy, creates jobs and enhances the quality of life for all residents.

PRP <u>strongly supports</u> the State of Hawaii's application for the Preschool Development Grants program.

Research has repeatedly confirmed that early education makes all the difference in school success. When children come to school ready to learn, teachers in the public school system can build on their experiences rather than having to backtrack to fill the cognitive and development gaps that should have been addressed earlier in the child's experience.

Sadly, close to half of Hawaii's kids enter kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school. Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

PRP supports this application because we believe early learning opportunities level the playing field and ensure that all our children have a chance to succeed in school. We will do our part in the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. DOE and HHS departments to give Hawaii's grant application their highest consideration for funding.

Sincerely,	
(b)(6)	]
Cindy McMillan	•
Advocacy & Communi-	cations Director





The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawaii application to the Preschool Development Grant Program, CFDA # 84.419A

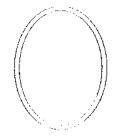
Dear Secretaries Duncan and Burwell:

Consuelo Foundation expresses strong support for the State of Hawaii's application for the Preschool Development Grants program.

Consuelo Foundation is a non-profit operating foundation with a mission to prevent and treat abuse, neglect and exploitation of children, women and families in Hawaii. We collaborate with partners who are in a good position to reach children and families in their communities and build better systems to support an environment of well-being.

We are concerned that out of the 17,000 four-year-old children in Hawaii, close to half of them do not attend preschool. A significant number of these children are in high risk households where caregivers are facing numerous challenges in meeting the various developmental needs of children. Access to preschool is a critical factor for children who are already at a serious disadvantage in their life because their families are facing poverty, health issues, violence in the home, or job readiness and employment challenges. We advocate for these children to have a chance to attend preschool.

This grant is an important opportunity for our state, and Consuelo Foundation pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.



Consuelo Zobel Alger Founder and Benefactives

Buard of Tirecturs

Constance II, Lau
Chairman

Parti J. Lyons Secretary

I. Patrick Griggs

Timothy E. Johns

Donald W. Layden, dr.

Alejandro Z. Padilla

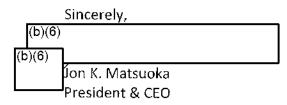
Robert S. Tsushima

Jeffrey N. Watanabe

Hoyt IL Zia

Jon K. Matsuoka President and Chief Executive Office

Jonathan San Vuong Tivavane and Chief Financial Officer





October 6, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawai'i application to the Preschool Development Grant Program, CFDA # 84.419A

Dear Secretaries Duncan and Burwell:

The Hawaii Community Foundation expresses its support for the State of Hawaii's application for the Preschool Development Grants program.

With 98 years of community service, the Hawai'i Community Foundation (HCF) is the leading philanthropic institution in the state. HCF is a steward of more than (b) funds, including more than scholarship funds, created by donors who desire to transform lives and improve communities. In 2013, (b)(1) in grants and contracts were distributed statewide, including \$4 million in scholarships. HCF also serves as a resource on community issues and trends in the nonprofit sector.

As a statewide charitable foundation, HCF has supported numerous organizations and agencies over the years in their efforts to build and deliver a quality early childhood program and to address the later needs of children, young people and adults who struggle in our schools and in our community. Over that time we have seen compelling evidence of the critical importance of high quality early learning experiences for all children in providing a strong foundation for education that facilitates better outcomes throughout one's life and for the community. It is hard to point to another single program that would do more to prepare so many young children for a successful start in school than early education. Children without these experiences regularly arrive at the doors of our kindergarten classrooms unprepared to learn. Quite often these children will struggle and lag behind their peers for years to come. The proposed program will increase the number of Hawaii's keiki who benefit from high quality preschool.

This grant is an important opportunity for our state, and HCF pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely.	
(b)(6)	

Tammi Chun Vice President of Programs



October 3, 2014

The Honorable Arne Duncan, Secretary U.S. Department of Education

The Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

Re: Support for the State of Hawaii application to the Preschool Development Grant Program, CFDA #84.419A

#### Dear Secretaries Duncan and Burwell:

I am writing to express The Learning Coalition's support for the State of Hawaii's application for the Preschool Development Grants program. The Learning Coalition is a private operating foundation and technical assistance provider based in Honolulu. We are dedicated to improving learner outcomes in Hawaii's public schools by supporting local communities and the Hawaii Department of Education in forming sustainable partnerships that increase learner engagement. While our organization focuses primarily on K-12 initiatives, we have partnered with the Executive Office of Early Learning and have been active participants in the Early Childhood Action Strategy Initiative. We understand and wholeheartedly attest to the significance of aligning opportunities and resources along the P-20 (Pre-K through post-secondary) continuum.

Close to half of Hawaii's approximately 17,000 four-year-olds enter kindergarten each year without ever having attended preschool. It comes as no surprise, then, that the majority of public school kindergarten teachers report that their students are not ready for school. Extensive research shows that comprehensive services improve student outcomes in school and in life. We also affirm efforts to align curriculum with standards, ensuring relevance and rigor. This grant is an important opportunity for our state to improve our children's readiness for kindergarten and to facilitate access to services that support student learning and development. Hawaii's application proposes an ambitious but achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

We support this grant application as a crucial part of the continuing effort to build a comprehensive statewide system of early learning. Thank you to both the U.S. Departments of Education and Health and Human Services for your consideration of Hawaii's grant application.

Respectfully,	
(b)(6)	
Matt Lorin	
Vice President	
The Learning Co	alition



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September 27, 2014



The Honorable Arne Duncan, Secretary U.S. Department of Education

Some with the Honorable Sylvia Mathews Burwell, Secretary U.S. Department of Health and Human Services

> Re: Support for the State of Hawaii application to the Preschool Development Grants Program, CFDA# 84,419A

Dear Secretaries Duncan and Burwell,

The Samuel N. and Mary Castle Foundation, which provided funding for the writing of the Preschool Development Grant Application, fully supports the application and is prepared to be a collaborative funder as needed and as is possible.

The Samuel N. and Mary Castle Foundation, one of America's oldest foundations, has pioneered early education work in Hawaii stretching back to the 19th century. Working with John Dewey and as a founder of the University of Chicago Lab School, we initiated progressive kindergartens in Hawaji as a means of boosting education achievement for our multi-racial, multicultural population. Our Foundation played a large role in obtaining Territorial legislation which provided full-day voluntary kindergarten in 1943. Today, we fund a range of projects providing slots for low-income children attending accredited preschools, scholarships for preschool teachers for continuing education, facility construction, equipment purchases and innovative teacher training program. We are just initiating, for example, an early mathematics teacher training project for Hawaii and to be delivered by the Chicago-based Erikson Institute. Our Foundation is involved with state and federal policy support for early education and I am a director of the Federal Philanthropy Fund and the Early Education Funders Collaborative. Hawaii is at a pivotal point in its educational history. A Race to the Top state, we have greatly improved our K-12 educational system and are now working to integrate state-funded preschool into the K-12. In November, voters will decide on a measure which will allow the state to create a comprehensive public-private pre-k system of high quality.

In any given year, there are about 17,000 four-year-old children in Hawaii. Close to half of them go to kindergarten without ever having attended preschool. Not surprisingly, a significant majority of public school kindergarten teachers report that their students are not ready for school.



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All RODE, CASE I Executive Director and Treasurer

Hawaii's application proposes to address this need to improve kindergarten readiness with an ambitious and achievable plan to expand access to high-quality preschool programs in high-need communities for children from families at or below 200 percent of the federal poverty line.

This grant is an important opportunity for our state, and the Samuel N. and Mary Castle Foundation pledges its support toward it as part of the continuing effort to build a comprehensive statewide system of early learning. We urge the U.S. Departments of Education and Health and Human Services to give Hawaii's grant application their highest consideration for funding.

Sincerely,
(b)(6)

Alfred L. Castle Executive Director



NEIL ABERCROMBIE GOVERNOR

# For Immediate Release 11/20/12

#### Executive Office on Early Learning Announces Research-Based Standards for Early Learning

HONOLULU – This month, the Executive Office on Early Learning is releasing the Hawai'i Early Learning and Development Standards (HELDS). These research-based standards identify the expectations of knowledge and behavior for children from birth up through kindergarten entry. The standards will be used to support early childhood professionals in the development of their programs and provide guidance on how to integrate strategies to educate young children. HELDS will also be used to help inform and reassure parents about the development of their child, and can support communication between teachers, caregivers and families.

"This is the first time a set of standards have been released that address the development needs of the whole child from birth to kindergarten entry," says Terry Lock, Director, Executive Office on Early Learning. "In addition to national research, the updated HELDS are based on decades of work within the Hawai'i early childhood community and show our state's commitment in ensuring that all children receive a quality early learning experience."

The HELDS mark the first time Hawai'i's early childhood field has a set of standards that aligns with the Hawai'i State Department of Education and the Common Core State Standards and aims to allow for a smoother transition for students from early childhood into kindergarten.

"The HELDS standards provides the framework, goals and language to help put everyone on the same page both in the early childhood field and across the entire educational pipeline," says GG Weisenfeld, Director of Early Learning at Hawai'i P-20 Partnerships for Education.

The HELDS standards are an expected set of knowledge and behaviors categorized into five "domains" or areas based on the National Education Goals Panel framework. These areas are:

- Physical Well-Being, Health, and Motor Development
- Social and Emotional Development
- Approaches to Learning
- Cognition and General Knowledge
- Language and literacy

The standards were developed and researched by an advisory group that included representatives from Hawai'i P-20 Partnerships for Education, Center on the Family at the University of Hawai'i (COF), the Early Learning Advisory Board (ELAB), Good Beginnings Alliance (GBA), the Hawai'i Association for the Education of Young Children (HAEYC), and the Hawai'i Department of Education (HIDOE).

For more information on HELDS visit http://p3hawaii.org.

**S.B. NO.** S.D. 2 H.D. 2 C.D. 1

# A BILL FOR AN ACT

RELATING TO EDUCATION.

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

1	SECTION 1. The legislature finds that the period from
2	birth to age five is the most crucial period of learning in a
3	child's life. This is when over eighty-five per cent of a
4	person's brain development takes place. Early life experiences
5	lay the groundwork for a child's lifelong learning and behavior.
6	The legislature further finds that high quality early learning
7	programs that are affordable and accessible for all children are
8	critically important for ensuring the success of Hawaii's keiki.
9	In addition, the significant, long-term benefits realized
10	through investments in high-quality, early learning systems have
11	been established through decades of research. Many studies show
12	the importance of early childhood education. For example, a
13	federal Department of Education study reports that children
14	enrolled in kindergarten increase their knowledge and skills
15	regardless of development prior to enrollment. Kindergarteners
16	are expected to leave kindergarten knowing how to read and
17	write. First graders who did not go to kindergarten are
18	typically developmentally behind their peers in academic and
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- social development and are more likely to fail a grade level in 1 2 elementary school. 3 The purpose of this Act is, among other things, to: 4 (1)Establish the executive office on early learning; 5 (2)Establish the early learning advisory board to replace the early learning council; 6 7 Repeal junior kindergarten programs at the end of the (3) 8 2013-2014 school year; 9 (4)Starting with the 2014-2015 school year, require 10 students to be at least five years of age on July 31 11 of the school year in order to attend kindergarten; 12 (5) Make an appropriation to the executive office on early 13 learning; and 14 (6) Require an implementation plan and projected financials in order to ensure a seamless transition 15 16 from the junior kindergarten program to the keiki 17 first steps program in the 2014-2015 school year. SECTION 2. Chapter 302L, Hawaii Revised Statutes, is 18 amended by adding three new sections to be appropriately 19 20 designated and to read as follows: 21 "§302L-A Executive office on early learning; director;
- 22 general functions, duties, and powers. (a) There is



1	establish	ed an executive office on early learning that shall be
2	temporari	ly placed within the office of the governor; provided
3	that on J	uly 1, 2015, the executive office on early learning
4	shall be	permanently established within the department of
5	education	for administrative purposes only.
6	(b)	The head of the executive office on early learning
7	shall be	known as the director of the executive office on early
8	<u>learning,</u>	hereinafter referred to as director. The director
9	shall:	
10	(1)	Be appointed by the governor;
11	(2)	Have professional training in the field of social
12		work, education, or other related fields;
13	(3)	Have direct experience in programs or services related
14		to early education;
15	(4)	Have recent experience in a supervisory, consultative,
16		or administrative position;
17	(5)	Be paid a salary set by the governor that shall not
18		exceed ninety per cent of the salary of the director
19		of human resources development; and
20	(6)	Be included in any benefit program generally
21		applicable to the officers and employees of the State
22	(c)	The director shall be responsible for:

1	<u>( ± )</u>	Serving as the principal officer in state government
2		responsible for the performance, development, and
3		control of programs, policies, and activities related
4		to a public-private comprehensive early childhood
5		system for children, from prenatal care to entrance
6		<pre>into kindergarten;</pre>
7	(2)	Overseeing, supervising, and directing the performance
8		of the director's subordinates in various activities,
9		including planning, evaluation, and coordination of
10		early learning programs;
11	(3)	Administering funds allocated for the office and
12		applying for, receiving, and disbursing grants and
13		donations from all sources for early learning programs
14		and services;
15	(4)	Assessing the policies and practices of other agencies
16		impacting early learning and conducting advocacy
17	•	efforts for early learning;
18	<u>(5)</u>	Advising agencies on new legislation, programs, and
19		policy initiatives relating to early learning;
20	(6)	Employing and retaining staff as may be necessary for
21		the purposes of this section; and

1	(/)	contracting for services that may be necessary for the
2		purposes of this section, including through master
3		contracts with other state agencies receiving federal
4		and state funds for programs and services for early
5		learning, and purchase of service agreements with
6		appropriate agencies.
7	<u>(d)</u>	In developing the early learning system established
8	pursuant	to section 302L-2, the office, among other things,
9	shall:	
10	(1)	Establish policies and procedures governing its
11		operations;
12	(2)	Develop a plan, with goals and objectives, for the
13		early learning system, including the development,
14		execution, and monitoring of a phased implementation
15		<pre>plan;</pre>
16	(3)	Coordinate, improve, and expand upon existing early
17		learning programs and services for children from
18		prenatal care until the time they enter kindergarten;
19	(4)	Establish policies and procedures to include existing
20		early learning programs and services;

1	<u>(5)</u>	Establish additional early learning programs and
2		services, including public and private partnerships,
3		where applicable;
4	(6)	Establish policies and procedures governing the
5		inclusion of children with special needs;
6	<u>(7)</u>	Develop incentives to enhance the quality of programs,
7		services, and educational professionals within the
8		early learning system;
9	(8)	Coordinate efforts to develop a highly-qualified,
10		stable, and diverse workforce;
11	(9)	Develop and implement methods of maximizing the
12		engagement of families, caregivers, and teachers in
13		the early learning system;
14	(10)	Develop an effective, comprehensive, and integrated
15		system to provide training and technical support for
16		programs and services within the early learning
17		system;
18	(11)	Develop standards of accountability to ensure that
19		high-quality early learning experiences are provided
20		by programs and services of the early learning system;
21	(12)	Collect, interpret, and release data relating to early
22		learning in the State;

1	<u>(13)</u>	Recommend the appropriate proportion of state funds
2		that should be distributed to programs and services
3		across the early learning system, to ensure the most
4		effective and efficient allocation of fiscal resources
5		within the early learning system;
6	(14)	Promote awareness of early learning opportunities to
7		families and the general public; and
8	(15)	Consult with community groups, including statewide
9		organizations that are involved in early learning
10		professional development, policy and advocacy, and
11		early childhood programs.
12	<u>(e)</u>	The Hawaii head start state collaboration office shall
13	be transf	erred from the department of human services to the
14	executive	office on early learning.
15	<u>§302</u>	L-B Early learning advisory board. (a) There is
16	establish	ed an early learning advisory board, whose members
17	shall be	appointed by the governor pursuant to section 26-34.
18	The advis	ory board shall be responsible for:
19	(1)	Advising the office on how best to meet the
20		educational needs of children, from prenatal care to
21		entry into kindergarten;

1	(2)	Providing recommendations to the office on improving
2		the quality, availability, and coordination of early
3		childhood care and education programs;
4	(3)	Promoting collaboration across agencies and
5		stakeholders serving young children; and
6	(4)	Being an independent voice for children's health,
7		safety, development, and learning.
8	(b)	The advisory board shall consist of the following
9	voting me	mbers:
10	(1)	A representative of center-based program providers or
11		the representative's designee;
12	(2)	A representative of family child care program
13		providers;
14	(3)	A representative of family-child interaction learning
15		program providers;
16	(4)	A representative of philanthropic organizations that
17		support early learning or the representative's
18		designee;
19	(5)	A representative from a head start provider agency;
20	<u>(6)</u>	A representative from the Hawaii Early Intervention
21		Coordinating Council;
22	(7)	A parent representative;

1	(8)	A representative from the Hawaii chapter of the
2		American Academy of Pediatrics;
3	(9)	A representative of home-visiting program providers;
4	(10)	A representative of Hawaiian medium early learning
5		providers; and
6	(11)	Two representatives of the Hawaii Council of Mayors or
7		each representative's respective designee.
8	<u>The</u>	superintendent of education, director of human
9	services,	director of health, and president of the University of
10	<u>Hawaii sh</u>	all serve as ex officio, voting members of the advisory
11	board.	
12	The	advisory board shall invite the director of the Hawaii
13	head star	t state collaboration office, the chief executive
14	officer o	f Kamehameha Schools, and the executive director of the
15	<u>Hawaii As</u>	sociation of Independent Schools, or their designees,
16	to serve	as voting members of the advisory board.
17	<u>(c)</u>	Except for the superintendent of education, directors
18	of state	departments, president of the University of Hawaii,
19	director	of the Hawaii head start state collaboration office,
20	chief exe	cutive officer of Kamehameha Schools, and the executive
21	director	of the Hawaii Association of Independent Schools, or

1	their desi	ignees, the members of the advisory board shall serve
2	staggered	terms as follows:
3	(1)	The representative of center-based program providers
4		shall serve a two-year term;
5	(2)	The representative of family child care program
6		providers shall serve a three-year term;
7	(3)	The representative of family-child interaction
8		learning program providers shall serve a three-year
9		term;
10	(4)	The representative of philanthropic organizations that
11		support early learning shall serve a two-year term;
12	<u>(5)</u>	The representative from a head start provider agency
13		shall serve a three-year term;
14	(6)	The representative from the Hawaii Early Intervention
15		Coordinating Council shall serve a three-year term;
16	(7)	The parent representative shall serve a two-year term;
17	(8)	The representative from the Hawaii chapter of the
18		American Academy of Pediatrics shall serve a two-year
19		term;
20	(9)	The representative of home-visiting program providers
21		shall serve a three-year term;

1	(10)	The representative of Hawaiian medium early learning
2		providers shall serve a two-year term; and
3	(11)	Of the two representatives of the Hawaii Council of
4		Mayors, one shall serve a two-year term, and the other
5		shall serve a three-year term as determined by the
6		Hawaii Council of Mayors.
7	<u>(d)</u>	The advisory board shall select a chairperson by a
8	majority	vote of its members; provided that the chairperson
9	shall be	a representative from the private sector. A majority
10	of the me	mbers serving on the advisory board shall constitute a
11	quorum to	conduct business. The concurrence of the majority of
12	the membe	rs serving on the advisory board shall be necessary to
13	make any	action of the advisory board valid.
14	<u>(e)</u>	The advisory board may form workgroups and
15	subcommit	tees, including with individuals who are not advisory
16	board mem	bers, to:
17	(1)	Obtain resource information from early learning
18		professionals and other individuals as deemed
19		necessary by the advisory board;
20	(2)	Make recommendations to the advisory board; and

1	(3) Perform other functions as deemed necessary by the
2	advisory board to fulfill its duties and
3	responsibilities.
4	Two or more advisory board members, but less than a quorum,
5	may discuss matters relating to official advisory board business
6	in the course of their participation in a workgroup or
7	subcommittee, and such discussion shall be a permitted
8	interaction as provided for in section 92-2.5.
9	(f) The advisory board may testify before the legislature
10	on any matter related to its duties and responsibilities.
11	(g) Members of the advisory board shall serve without
12	compensation but shall be reimbursed for expenses, including
13	travel expenses, necessary for the performance of their duties.
14	§302L-C Early childhood education facilities; pre-plus.
15	(a) There is established the pre-plus program within the office
16	to expand access to affordable and high-quality early childhood
17	education for children from low-income families who are not
18	otherwise eligible for kindergarten, by allowing preschool
19	programs to be established on public school campuses through
20	public-private partnerships.
21	(b) The office, the department of education, and the
22	department of human services shall work collaboratively to
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- 1 develop suitable pre-plus classrooms on department of education
- 2 campuses statewide, including conversion charter school
- 3 campuses. The executive office on early learning, with the
- 4 department of education and department of human services, shall
- 5 coordinate site selection for additional pre-plus programs at
- 6 public school sites, with priority given to public school sites
- 7 that serve at-risk children as defined in section 302L-1,
- 8 including sites located in areas with limited access to early
- 9 learning programs and services."
- 10 SECTION 3. Section 302A-411, Hawaii Revised Statutes, is
- 11 amended to read as follows:
- 12 "§302A-411 [Junior-kindergarten and kindergarten]
- 13 Kindergarten program; establishment; attendance. (a) The
- 14 department shall establish and maintain [junior kindergartens
- 15 and kindergartens with a program of instruction as a part of
- 16 the public school system; provided that:
- 17 (1) Attendance shall not be mandatory; and
- 18 (2) Charter schools shall be excluded from mandatory
- 19 participation in the program.
- 20 (b) [The department shall establish a two-tier junior
- 21 kindergarten and kindergarten program to support the range of
- 22 developmental abilities of children in junior kindergarten and



1	kindergarten. Schools-shall-not move students between junior
2	kindergarten and kindergarten, except in eases where the
3	movement is warranted and based on appropriate assessments
4	determined by:
5	(1) A qualified teacher with early childhood-education
6	background or experience; and
7	(2) The formative and summative assessment of a student's
8	academic, physical, social, and emotional abilities,
9	provided that, beginning with the 2010-2011 school year, the
10	department shall use successful assessment tools and protocols
11	for-determining a student's initial-placement and for decision
12	making about a student's movement between tiers and into grade
13	one. Junior kindergarten students may graduate directly to
14	grade one when promotion is based on appropriate assessments and
15	other-progress data collected over time.
16	(c) Beginning with the 2004 2005 school year, a child who
17	will be at least five years of age on or before December 31 of
18	the school year may attend a public school kindergarten.
19	Beginning with the 2006-2007 school year, a child who will be a
20	least five years of age on or before August 1 of the school year
21	may attend a public school kindergarten Beginning with the
22	2006 2007 school year, a child who will be at least five years

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- 1 of age after August 1 and before January 1 of the school year
- 2 may attend a public school junior kindergarten.] Beginning with
- 3 the [2013 2014] 2014-2015 school year, a child who will be at
- 4 least five years of age on [the first day of instruction]
- 5 July 31 of the school year may attend a public school
- 6 kindergarten.
- 7 [(d)] (c) The department may accept gifts to establish and
- 8 maintain [junior kindergartens and] kindergartens."
- 9 SECTION 4. Section 302A-1151.5, Hawaii Revised Statutes,
- 10 is amended to read as follows:
- "[{]§302A-1151.5[}] Use of vacant public school facilities
- 12 for pre-plus programs and by charter schools. (a) When the
- 13 department considers whether to close any particular public
- 14 school, it shall simultaneously give reasonable consideration to
- 15 making all or portions of the facilities of the public school
- 16 available for [the]:
- 17 (1) The exclusive occupancy and use by a charter school or
- a pre-plus program established pursuant to section
- **19** 302L-C; or
- 20 (2) The joint occupancy and use by the charter school or a
- 21 pre-plus program and the department;

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- 1 provided that the department may elect to use the facilities for
- 2 the support of public education programs, with preference given
- 3 to instructional uses over administrative uses.
- 4 (b) The department shall submit a notice of possible
- 5 availability of a public school to the charter school review
- 6 panel and the executive office on early learning as early as
- 7 possible; provided that if a vacancy is established, a notice of
- 8 vacancy shall be submitted to the charter school review panel
- 9 and executive office on early learning no later than thirty days
- 10 after the establishment of the vacancy.
- (c) Pursuant to section 302B-3.6 and upon receipt of a
- 12 notice pursuant to subsection (b), the charter school review
- 13 panel shall solicit applications from charter schools interested
- 14 in using and occupying all or portions of the facilities of the
- 15 public school and submit a prioritized list of charter schools
- 16 to the department for final determination of which charter
- 17 school, if any, shall be authorized to use and occupy the public
- 18 school facilities.
- (d) Upon receipt of a notice pursuant to subsection (b),
- 20 the executive office on early learning shall solicit
- 21 applications from pre-plus programs interested in using and
- 22 occupying all or portions of the facilities of the public school



and submit a prioritized list of pre-plus programs to the 1 2 department for final determination of which pre-plus program, if any, shall be authorized to use and occupy the public school 3 4 facilities. 5  $[\frac{d}{d}]$  (e) Upon the selection of a charter school or pre-plus program to use a vacant school facility or portion of a school 6 7 facility, the department and the charter school review panel or executive office on early learning, whichever is appropriate, 8 9 shall enter into necessary agreements within ninety days of the 10 selection to carry out the purposes of this section. 11 [<del>(e)</del>] (f) After receipt [by the charter school review panel] 12 of a notice pursuant to subsection (b), if the charter school 13 review panel [does] or executive office on early learning does 14 not provide a prioritized list of charter schools or pre-plus programs because no charter school or pre-plus program has 15 16 requested to use the facilities of the public school, or if the 17 department receives the prioritized [list] lists but determines 18 that no charter school or pre-plus program on [the] either list 19 is an appropriate candidate to occupy and use the facilities, 20 the department shall give reasonable consideration to making all 21 or portions of the facilities of the public school, if closed,

available for occupancy and use for other educational purposes.

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- 1  $[\frac{(f)}{(g)}]$  The department shall adopt rules necessary to
- 2 carry out the purposes of this section.
- 3 [(g)] (h) For purposes of this section, "public school"
- 4 means any school that falls within the definition of public
- 5 schools in section 302A-101, except for charter schools."
- 6 SECTION 5. Section 302L-1, Hawaii Revised Statutes, is
- 7 amended as follows:
- 8 1. By adding two new definitions to read:
- 9 ""Advisory board" means the early learning advisory board
- 10 established pursuant to this chapter.
- "Office" means the executive office on early learning
- 12 established pursuant to this chapter."
- 13 2. By repealing the definition of "council":
- 14 [""Council" means the early learning council established
- 15 pursuant to this chapter."]
- 16 SECTION 6. Section 302L-3, Hawaii Revised Statutes, is
- 17 repealed.
- 18 ["\$302L-3 Early learning council. (a) There is
- 19 established an early learning council which shall be attached to
- 20 the department of education for administrative purposes only,
- 21 notwithstanding any other law to the contrary. To the extent
- 22 permissible by law, the council shall develop and administer the



1	early learning system established in section 302L 2 to benefit		
2	all child	ren throughout the State, from birth until the time	
3	they ente	r kindergarten. In developing the early learning	
4	<del>system, t</del>	he council shall, among other things:	
5	<del>(1)</del>	Establish policies and procedures governing its	
6		operations;	
7	<del>(2)</del>	Develop a plan, with goals and objectives, for the	
8		early learning system, including the development,	
9		execution, and monitoring of a phased implementation	
10		<del>plan;</del>	
11	<del>(3)</del>	Coordinate, improve, and expand upon existing early	
12		learning programs and services for children from birth	
13		until the time they enter kindergarten;	
14	-(4)	Establish policies-and procedures to include existing	
15		early learning programs and services;	
16	<del>-(5)</del> -	Establish additional early learning programs and	
17		services;	
18	<del>(6)</del>	Establish policies and procedures governing the	
19		inclusion of children with special needs;	
20	<del>(7)</del>	Develop incentives to enhance the quality of programs	
21		and services within the early learning system;	

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1	<del>(8)</del>	Coor	dinate efforts to develop a highly qualified,
2		stab	le, and diverse workforce, including:
3		<del>(A)</del>	Ensuring that more early childhood educators and
4			administrators, existing or potential, have
5			opportunities to receive early childhood
6			education degrees, including offering higher
7			education scholarships;
8		<del>(B)</del>	Increasing the availability of early childhood
9			education coursework, including distance learning
10			courses and community based early childhood
11			education-training;
12		<del>(C)</del>	Providing access to continuing professional
13			development for all educators and administrators;
14		<del>(D)</del>	Establishing a system for awarding appropriate
15			credentials to educators and administrators, as
16			incentives to improve the quality of programs and
17			services, relevant to the various early learning
18			approaches, service deliveries, and settings,
19			such as for experience or coursework or degrees
20			completed;
21		<del>(E)</del>	Providing consultation on the social-emotional
22			development of children; and

## **S.B. NO.** S.D. 2 S.D. 2 H.D. 2 C.D. 1

1		(F) Providing substitute teacher allowances;
2	<del>(9)</del> -	Develop and implement methods of maximizing the
3		involvement of families, caregivers, and teachers in
4		the early learning system;
5	<del>(10)</del>	Develop an effective, comprehensive, and integrated
6		system to provide training and technical support to
7		programs and services within the early learning
8		s <del>ystem;</del>
9	<del>(11)</del>	Develop standards of accountability to ensure that
10		high-quality early learning experiences are provided
11		by programs and services of the early learning system;
12	<del>(12)</del>	Collect, interpret, and release data relating to early
13		learning in the State;
14	<del>(13)</del>	Recommend the appropriate proportion of state funds
15		that should be distributed to programs and services
16		across the early learning system, to ensure the most
17		effective and efficient allocation of fiscal resources
18		within the early learning system;
19	(14)	Develop a plan to ensure that the needs of junior
20		kindergarteners are addressed, including:
21		(A) Recommending an appropriate and effective
22		curriculum;

#### S.B. NO. S.D. 2 S.D. 2 H.D. 2 C.D. 1

1		<del>(B)</del>	Establishing criteria for junior kindergarten
2			teachers and aides;
3		<del>(C)</del>	Incorporating Hawaii's preschool content
4			standards for junior kindergarteners; and
5		<del>(D)</del>	Recommending an effective transition from the
6			early learning system to kindergarten;
7	<del>(15)</del>	Prom	ote awareness of early learning opportunities to
8		fami	lies and the general public; and
9	(16)	Cons	ult with community groups, including statewide
10		<del>orga</del>	nizations that are involved in early learning
11		prof	essional development, policy and advocacy, and
12		<del>carl</del>	y childhood programs; to broaden the council's
13		know	<del>ledge of early learning.</del>
14	<del>(b)</del>	-The	council shall consist of the following voting
15	members:		
16	(1)	<del>The</del>	superintendent of education or the
17		supe	rintendent's designee;
18	<del>(2)</del>	The	director of human services or the director's
19		<del>des i</del>	<del>gnee;</del>
20	<del>(3)</del>	The	director of health or the director's designee;
21	-(4)	The	president of the University of Hawaii or the
22		pres	ident's designee:

•	(3)	in representative of center based program providers of
2		the representative's designee;
3	<del>(6)</del>	A representative of family child care program
4		providers or the representative's designee;
5	<del>(7)</del>	A representative of family child interaction learning
6		program providers or the representative's designee;
7	<del>(8)</del>	A representative of philanthropic organizations that
8		support early learning or the representative's
9		<del>designee;</del>
10	<del>(9)</del>	A representative from a head-start provider agency or
11		the representative's designee; and
12	<del>(10)</del>	Two representatives of the Hawaii Council of Mayors or
13		each representative's respective designee.
14	The	council shall invite the director of the Hawaii head
15	<del>start sta</del>	te collaboration office, the chief executive officer of
16	the Kameh	ameha Schools, and the executive director of the Hawaii
17	Associati	on-of-Independent-Schools, or their designees, to serve
18	<del>as voting</del>	members of the council.
19	<del>Exce</del>	pt for the superintendent of education, directors of
20	<del>state dep</del>	artments, president of the University of Hawaii,
21	director	of the Hawaii head start-state-collaboration office,
22	<del>chief-exe</del>	cutive officer of the Kamehameha Schools, and executive

1	arrector	or the Hawaii Association of independent schools, or
2	their des	ignees, and the two representatives of the Hawaii
3	Council o	f Mayors, or their respective designees, the members
4	shall be	nominated and, by and with the advice and consent of
5	the senat	e, appointed by the governor.
6	<del>(c)</del>	Except for the superintendent of education, directors
7	<del>of state</del>	departments, president of the University of Hawaii,
8	director	of the Hawaii head start state collaboration office,
9	chief exe	cutive officer of the Kamehameha Schools, and executive
10	director	of the Hawaii Association of Independent Schools, or
11	their des	ignees, members of the council shall serve staggered
12	<del>terms as</del>	<del>follows:</del>
13	<del>(1)</del>	The representative of center-based program providers
14		shall serve a two-year term;
15	<del>(2)</del>	The representative of family child care program
16		providers shall serve a three-year-term;
17	<del>(3)</del>	The representative of family child interaction
18		learning program providers shall serve a three year
19		term;
20	(4)	The representative of philanthropic organizations that
21		support early learning shall serve a two-year term;
22		<del>and</del>

#### S.B. NO. 2545 S.D. 2 H.D. 2 C.D. 1

1	<del>(5)</del>	Of the two representatives of the Hawaii Council of
2		Mayors, one shall serve a two year term, and the other
3		shall serve a three year term as determined by the
4		Hawaii Council of Mayors.
5	<del>(d)</del>	The council shall select a chairperson by a majority
6	vote of i	ts members; provided that the chairperson shall be a
7	represent	ative from the private sector. A majority of the
8	members s	erving on the council shall constitute a quorum to do
9	<del>business.</del>	The concurrence of the majority of the members
10	serving o	n the council shall be necessary to make any action of
11	the counc	<del>il valid.</del>
12	<del>(e)</del>	The council may form workgroups and subcommittees,
13	including	with individuals who are not council members, to:
14	<del>(1)</del>	Obtain resource information from early learning
15		professionals and other individuals as deemed
16		necessary by the council;
17	<del>(2)</del>	Make recommendations to the council; and
18	<del>(3)</del>	Perform other functions as deemed necessary by the
19		council to fulfill its duties and responsibilities.
20	<del>Two or mo</del>	re council members, but less than a quorum, may discuss
21	<del>matters r</del>	elating to official council business in the course of
22	their par	ticipation in a workgroup or subcommittee, and such

1

2	section 92-2.5.
3	(f) Members of the council shall serve without
4	compensation but shall be reimbursed for expenses, including
5	travel expenses, necessary for the performance of their duties.
6	(g) The council shall appoint, without regard to chapters
7	76 and 89, an executive director who shall serve at the pleasure
8	of-the council and whose duties shall be set-by the council.
9	The salary of the executive director shall be set by the
10	council; provided that the salary shall not exceed the salary of
11	the deputy director of the department of human services. The
12	executive director may also appoint other personnel, without
13	regard to chapters 76 and 89, to work directly for the executive
14	director.
15	(h) The council may require reports as necessary in the
16	form specified by the council, from state agencies, and program
17	and service providers of the early learning system. All
18	publicly-run programs and services that participate in the early
19	learning system shall establish a system to account for
20	expenditures of non-federal funds that would qualify for
21	matching federal child care and development funds, or other
22	federal funds, and provide this data to the council to maximize

discussion shall be a permitted interaction as provided for in

•	che availability of leadest lands. This access the programs and
2	services that participate in the early learning system shall be
3	encouraged to make the same data available.
4	(i) The council shall submit to the legislature no later
5	than twenty days prior to the convening of each regular session,
6	a report regarding:
7	(1) Its progress; and
8	(2) The status of the early learning system in the
9	<del>State.</del> "]
10	SECTION 7. Section 346-1.7, Hawaii Revised Statutes, is
11	repealed.
12	["[\$346-1.7] Early childhood education facilities; pre-
13	plus. (a) There is established the pre-plus program within the
14	department to expand access to affordable and high quality early
15	childhood education for three- to four-year old children-from
16	low-income families, by-allowing preschool programs to be
17	established on public school campuses-through public-private
18	<del>partnerships.</del>
19	(b) The department and the department of education shall
20	work collaboratively to develop suitable pre plus classrooms on
21	department of education eampuses statewide, including conversion
22	eharter school campuses. The department, with the department of

- 1 education, shall coordinate site selection for additional pre-
- 2 plus programs at public school sites, with priority given to
- 3 public school sites that serve at risk children as defined in
- 4 section 302L-1; including sites located in areas with limited
- 5 access to early learning programs and services."]
- 6 SECTION 8. The executive office on early learning
- 7 established pursuant to section 2 of this Act shall submit a
- 8 report to the legislature no later than twenty days prior to the
- 9 convening of the regular session of 2013 on the status of an
- 10 implementation plan for the development of the early learning
- 11 system established pursuant to section 302L-2, Hawaii Revised
- 12 Statutes. The report shall include a timeline of the
- 13 implementation plan and any projected funding needs, with a
- 14 focus on targeting four year old children.
- 15 SECTION 9. There is appropriated out of the general
- 16 revenues of the State of Hawaii the sum of \$300,000 or so much
- 17 thereof as may be necessary for fiscal year 2012-2013 to
- 18 establish the executive office on early learning.
- 19 The sum appropriated shall be expended by the department of
- 20 education for the purposes of this Act.
- 21 SECTION 10. The members serving on the early learning
- 22 council on the effective date of this Act shall serve as the



### S.B. NO. S.D. 2 H.D. 2

- 1 initial members of the early learning advisory board established
- 2 pursuant to section 2 and shall continue to serve as members of
- 3 the early learning advisory board until their terms expire.
- 4 SECTION 11. Sections 302A-1506.5, 302L-2, 302L-4, and
- 5 302L-5, Hawaii Revised Statutes, are amended by substituting the
- 6 term "executive office on early learning" wherever the term
- 7 "early learning council" appears and by substituting the term
- 8 "office" whenever the term "council" appears, as the context
- 9 requires.
- 10 SECTION 12. Section 302L-3.5, Hawaii Revised Statutes, is
- amended by substituting the term "advisory board" wherever the
- 12 term "council" appears, as the context requires.
- 13 SECTION 13. In codifying the new sections added by section
- 14 2 of this Act, the revisor of statutes shall substitute
- 15 appropriate section numbers for the letters used in designating
- 16 the new sections in this Act.
- 17 SECTION 14. Statutory material to be repealed is bracketed
- 18 and stricken. New statutory material is underscored.
- 19 SECTION 15. This Act shall take effect on July 1, 2012;
- 20 provided that section 3 of this Act shall take effect on July 1,
- 2014.

S.B. NO. S.D. 2 H.D. 2 C.D. 1

#### Report Title:

Education; Early Learning; Appropriation

#### Description:

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. (CD1)

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.

#### TAKING ACTION FOR HAAR IS CHILDREN.

The Executive Office on Early Learning (EOEL) was established by Act 178 in 2012. The creation of EOEL provides government-wide authority to guide the development of a comprehensive and integrated statewide early childhood development and learning system.

**MISSION:** The mission of EOEL is to coordinate efforts to help ensure a solid foundation for Hawaii's young children, prenatal to age five, by working with partners, families, and communities, and connecting policies, programs, and funding in relation to health, safety, early childhood education, and school readiness and success.

#### COMMUNITY ENGAGEMENT:

- Cross-state department collaboration
- Involvement of more than 80 community organizations from across the state
- Publicly and privately funded

**ACTION STRATEGY:** EOEL's, action strategy, is operationalized and measured based on how well, we are supporting a child's development. If a child enters the world healthy and welcomed and is supported by a nurturing and safe family, the child has a much greater chance at achieving on-track health and development. When families need supports for their children, we want to ensure equitable access to programs and services and opportunities for high-quality early learning programs.

If we can accomplish these goals, the child will be ready to thrive when he or she enters kindergarten. Each project within our action strategy incorporates the following core factors: **cultural and linguistic responsiveness, family partnership, professional development, local and national research, and transition support.** 

#### **FOCUS AREAS**



#### **Accomplishments**

- 1 of 4 states awarded the National Governor's Association Technical Assistance award to develop cross-sector collaborations to decrease pre-term births and infant mortality.
- 1 of 6 communities selected nationwide by ZERO TO THREE to form multidisciplinary peer learning and support, tasked with reviewing training modules to improve safety, of young children birth to age three.
- Grant received from American Academy of Pediatrics to build bridges between health and early childhood systems.
- Program statutorily established, with a ppropriation for fiscal year 2013, within the Department of Health for hospital-based screening and home visiting services for newborns' families to improve the health and well-being of women, children, and families at risk for adverse health and safety concerns.
- Received, \$9,114,174 in federal Affordable.
   Care Act grant monies for the maternal and early childhood home visiting program.
- Family, Partnership Guidelines, and Indicators, created, and endorsed by EOEL's, advisory, board.
- Adoption of the Hawai'i. Early. Learning and Development Standards and local development of support materials through a competitive bidding process.
- 1 of 6 states selected to participate in the National Governor's Association Policy.
   Academy Award to develop assessment policies for birth through grade 3.
- Public outreach effort launched to support families and providers about the change in kindergarten age.

#### PRINCIPLE 5: Sharing decision-making.

Families and staff are partners in decisions that affect children and families. Together, they inform, influence, and create policies, practices, and programs that benefit children and result in improved child health and learning outcomes.

#### Rationale

Partnerships must be designed to share decision making appropriately, reflecting all stakeholder groups, so that all partners are accountable. Partnerships must be open to all who are willing to contribute their talents. Leadership must include representatives from all groups, with clear roles and functions, and all participants must share in the workload. Studies show that distributed leadership of this kind fosters greater involvement of all stakeholders, thereby lessening the burden on educators.

#### **Indicators**

- 5.1 Families and staff discuss the program's/school's philosophy regarding child development and education, as well as long-term goals and objectives, during orientation. Every effort is made to use interpreters and/or translators as needed,
- 5.2. Program/school makes leadership development opportunities available. during the year and encourages families to become involved.
- 5.3 Families and staff work together to identify and implement curriculum and family engagement strategies that are responsive to the values, cultures, and home languages of enrolled children and families,

"When we first asked the group who wanted to be the representative to the Parent Policy Council, no one wanted to do it. Then when we explained all that they would be able to contribute (make decisions about budget, who to hire, program goals, etc.), there were parents who wanted to join in."

~Head Start staff

5.4 Staff encourages families to participate in the evaluation of activities and events sponsored by the program/school. Program/ school uses this feedback for continuous improvement.

#### PRINCIPLE 6: Partnering with community.

Families and staff partner with community members and organizations to increase understanding of, and access to, resources, services, and programs.

#### Rationale

As evidence of the power of partnership mounts, interests among Hawaii's programs, schools, and community linkages has expanded substantially. Interest in working together is bolstered by concern about widespread fragmentation of school, program, and community interventions, as well as issues of access. By integrating available resources, a significant impact can be made on "risk" factors. In particular, appropriate and effective partnering between families and early childhood programs/schools is seen as a key facet of understanding and addressing barriers to development, learning, and family self-sufficiency.

While informal program/school/family/community linkages are relatively simple, establishing long-term connections remains complicated. It requires vision, cohesive policy, and basic systemic reform. It involves more than school-linked, integrated services and activities. It requires the weaving of school and community resources together in ways that can only be achieved through connections that are formalized and institutionalized, with the sharing of major responsibilities. In the end, schools and programs are more effective and nurturing when they are an integral and positive part of the community. This integration means enhanced child outcomes, fewer discipline problems, higher staff morale, and improved use of resources. Enhanced parenting and social networking, and the strengthening of the fabric of family and community, life also result from working in partnership.



#### Indicators

- 6.1 Staff provide information, both verbally and through written materials, regarding community programs and services that may benefit their families. Every effort is made to use interpreters and/or translators as needed.
- 6.2 Program/school and community programs/agencies collaborate through cross referrals of families for increased access to services and programs.
- 6.3 Program/school provides (or assists in locating) a physical space for families to meet with community programs and agencies to discuss how to improve access to more family-responsive services and programs.

HAWAII EXECUTIVE OFFICE ON EARLY LEARNING

## **Family Partnership Guidelines**



August 2013

#### FOR EARLY CHILDHOOD SETTINGS

#### INTRODUCTION

Education policy makers and other stakeholders are raising expectations that young children be school ready, and that all students be prepared for careers, college and lifelong learning. Meeting such expectations is a collective effort. At a local level, it involves a shared responsibility in which early childhood programs, schools, and community organizations are committed to engaging families in meaningful ways, and where families are committed to actively supporting their children's learning and development. Research shows that families play a significant role in supporting their children's early learning, not only in the home, but also by guiding their children successfully through a complex school system, as well as advocating on behalf of their children for effective and high quality early learning experiences. A recent study of the capacity and effectiveness of higher education institutions in Hawaii in meeting the workforce professional development of early childhood practitioners reaffirms that more efforts should be directed to strengthen practitioners' confidence and capacity to work effectively with families. These "Family Partnership Guidelines" are a beginning attempt to do this. The 6 Key Principles described below. are aligned with new Family/School Partnership Standards being proposed for implementation by

the Hawaii Department of Education and will hopefully result in shared expectations for families and staff across the P-3 continuum,

#### PRINCIPLE 1: Welcoming all families.

Families are active participants in the life of the program and/or school. They are welcomed, valued, and connected to each other, to staff, and to what children are learning and doing throughout the day.

#### Rationale

When families feel welcomed and supported, they will be more engaged in the lives of their children and will have a vested interest in their children's developmental success in school, family, career and community, Additionally, when families are more engaged in their children's learning, the work of program staff and educators is supported and reinforced at home. Current research demonstrates conclusively that when early childhood programs and schools establish positive partnerships with families for school readiness and developmental progress, young children exhibit positive impacts related to academic and non-academic success in school including, but not limited to, attendance, behavior, and skills and knowledge in all developmental domains/areas.

#### Indicators

- 1.1 Staff greet families daily. Families' strengths are identified, recognized, and valued through program/school policies and practices.
- 1.2 Program/school encourages families to participate in activities and events with children, staff, and other families.
- 1,3 Program/school recognizes the different needs and circumstances that families have and incorporates this understanding in their communication to engage them,
- 1.4 Program/school implements strategies, using input from families, for appropriate outreach and engagement efforts,



#### PRINCIPLE 2: Communicating effectively.

Families and staff engage in effective reciprocal and ongoing communication to support the success of the children in their care.

#### Rationale

Robust communication between families and staff is essential for successful partnerships. Conversations characterized by respect, trust, and a genuine desire to work together reduce misunderstandings and conflict and contribute to alignment and the reinforcement of learning in the home and program/school. Good communication among families, educators, and program staff provides opportunities for feedback and continuous improvement. This, in turn, results in enhanced child development, an increase in successful learning experiences, reduced absentecism and fewer behavioral management issues.



#### Indicators

- 2.1 Families and staff understand program/school communication policies. Information is shared both in writing and verbally in a style that reflects the diversity, culture, and preferred language of families. Every effort is made to accommodate special communication needs, including the use of interpreters and/or translators as needed.
- 2.2 Program/school has written policies that are provided to families during orientation and revisited several times during the year to support families' understanding of them. Every effort is made to use interpreters and/or translators as needed.
- 2.3 Program/school engages with families in active, 2-way communication on an ongoing basis, using a variety of methods to accommodate individual families' preferred means of communication.

"A school newsletter (e-bulletin) was helpful as a resource and made me feel connected.

Parents could email input and/or resources they wanted to share.

When my daughter went to Kindergarten, we didn't have these newsletters and I felt lost, not as connected. As a Kindergarten teacher I do these now."

~Kindergarten Teacher



#### PRINCIPLE 3: Supporting success.

Families, and staff continuously partner to support learning and healthy development, both in the home and in the program and/or school. Families and staff create or find opportunities on an ongoing basis to strengthen their knowledge and skills to do so effectively.

#### Rationale

Child success is optimized by partnerships among families, educators, and staff, as learning is promoted and reinforced consistently by everyone in all environments: home, program, school, and community. High quality and high performing programs and schools have strong partnerships with children, families, and communities.

#### **Indicators**

3.1 Program/school creates opportunities for staff to participate in professional development activities (some of which are led by families themselves) to help them increase their knowledge and skill in working effectively with all families.

- 3.2 Program/school provides learning opportunities for families to enhance their parenting skills and knowledge of child development and encourages families to share their experiences with their peers. Staff encourages families to participate in the ongoing assessment of their children's growth, development, and learning by sharing their observations.
- 3.3. Staff invite families to share activities with children, families, and/or staff based on their special interests, talents, and/or cultural backgrounds.
- 3.4. Staff update families on a weekly basis as to the kinds of learning experiences children are having, and the kinds of things families can do to support learning at home to reinforce concepts and skills.

"We had a Friday folder the principal made videotapes, u-tube messages of the week's activities, including photographs."

~DOE Staff

3.5. Families and staff acknowledge the families' role as the child's first and primary teacher and work collaboratively to develop desired learning outcomes for children.

#### PRINCIPLE 4: Speaking up for every child.

Staff support families in being advocates for their own and other's children to ensure that all children are treated fairly and have access to lifelong learning opportunities that support their success.

#### Rationale

Families are the best advocates for children because they know their history, culture, and unique strengths and needs. While individual families' support of their own children is essential, when families advocate collectively, they help improve the system for all children. Program leadership plays a vital role in establishing an environment conducive to this collective advocacy.

#### **Indicators**

- 4.1 Program/school provides opportunities, encouragement, and support for families to voice their concerns about, issues relevant to their child or family and to take specific action to address those concerns.
- 4.2 Families and staff work together to share their experiences, in early care and education settings with policy-makers to promote the importance of prioritizing needed, funding and resources.



- 4.3 Families and staff work together to support successful child/family transitions into and out of programs/schools by advocating for children's needs, Staff encourage families to assist other families through transitions.
- 4.4 Program/school surveys families, at a minimum once a year, to determine their satisfaction level regarding how well family voices are being heard. Program/school uses survey feedback to make necessary improvements to policies and practices.

"Families of 7-10 kids went to a DOE school and asked for a transition meeting.

DOE teachers came on a Saturday and did a "play date" lunch.
Most of the preschool families came. It really helped establish a relationship early.
Five years later, they all had an evening dinner together. It can happen."

~Preschool Administrator

Photos courtesy of INPEACE, and the Head Start Association

**NEIL ABERCROMBIE** 



DAVID M. LOUIE ATTORNEY GENERAL

RUSSELL A. SUZUKI FIRST DEPUTY ATTORNEY GENERAL

#### STATE OF HAWAII DEPARTMENT OF THE ATTORNEY GENERAL

425 QUEEN STREET HONOLULU, HAWAI 96813 (808) 588-1500

February 12, 2013

The Honorable Neil Abercromble Governor of Hawai'i Office of the Governor State of Hawai'i State Capitol 415 South Beretania Street Honolulu, Hawai'i 96813

> Need for Amendment to State Constitution to Allow Use of Public Funds RE:

for Private Early Childhood Education Programs

#### Dear Governor Abercrombie:

This responds to a request from your office to respond to an assertion made by a testifier at legislative hearings on the Administration's proposal seeking an amendment to article X, section 1 of the Hawai'i Constitution to permit the use of public funds to support or benefit early childhood programs as provided by law who proclaims that a constitutional amendment is not necessary.

As Governor, you have proclaimed that an early childhood education program deserves a preferred position in our hierarchy of values and is necessary in order for our children to develop to their fullest potential at the formative years of brain development. Through your efforts in 2012, the Legislature enacted Act 178 to establish the Executive Office on Early Learning (EOEL) within your office. As the EOEL began to develop its initiatives and programs which called for private-public partnership in the delivery of its programs, our office advised the EOEL that article X, section 1 of the Hawai'i Constitution, which provides, "nor shall public funds be appropriated for the support or benefit of any sectarian or nonsectarian private educational institution," poses an impediment to this initiative. With our advice, it was determined that a two-track strategy would be effected where legislation (H.B. No. 862 and S.B. 1093) would be proposed to immediately authorize a school readiness program within the early learning system which would focus on physical, cognitive, linguistic, social and emotional development, but will not provide any instructional services that supplant or duplicate the academic program of any public or private school. Because this program would not have a formal and structured academic component we advised that we would be able to defend that it does not violate article X, section 1. However, in order for the EOEL to develop and deliver an early childhood education program that would utilize private providers, H.B. 853 and its companion S.B. No. 1084 proposes the constitutional amendment to allow public funds to be used for private early

childhood education programs as provided by law and H.B. No. 864 and S.B. No. 1095 were proposed as implementing legislation. We advised that a constitutional amendment is necessary in order to obviate constitutional challenges of the use of public funds to pay private providers of early childhood education programs under the statewide early learning system currently being developed pursuant to chapter 302L, Hawaii Revised Statutes (Chapter 302L), entitled "Early Learning System."

#### THE ISSUE PRESENTED AND SHORT ANSWER

The issue presented is whether an amendment to article X, section 1, of the Hawai'i Constitution is necessary in order to permit the use of public funds to pay private providers of early education programs under the statewide early learning system. As previously communicated to your office, article X, section 1 prohibits the appropriation of public funds to support or benefit private educational institutions. Consequently, we advise that an amendment which carves out an exception allowing public monies to be appropriated for the support or benefit of private early childhood education programs is necessary.

#### BACKGROUND

With respect to the early education bills, and based on our belief that a constitutional amendment is necessary in order to allow the State to use public funds to pay private early childhood education providers, the administration package also contains bills seeking to amend article X, section 1, of the Hawai'i Constitution by carving out a narrow exception that would permit public funds to be used for early childhood education programs (S.B. No. 1084 and H.B. No. 853). Thus, the early education bills are contingent upon the passage of the constitutional amendment bills.

We believe a constitutional amendment is necessary in connection with the program advanced by the early education bills, but not with respect to the program under the school readiness bills. This is due to the differences in the programs. The school readiness program will prepare children for school by addressing their physical, cognitive, linguistic, social, and emotional development and will not provide any instructional services that supplant or duplicate the academic program of any public or private school. In contrast, the early childhood education program will address all of these needs, plus go the extra step of addressing children's educational needs as well. Specifically, the educational component of the early childhood education program will align with state content and performance standards for grades kindergarten to twelve to facilitate a seamless and high-quality educational experience for children. Thus, the early childhood education program will have an academic component, while the school readiness program will not. As will be explained more fully below, article X, section I applies to "private educational institutions," as opposed to institutions focusing on school readiness skills.

Both the school readiness and early childhood education programs are designed to be a public-private partnership. This means that the State intends to contract with both public and private providers under the programs.

Again, it is the early childhood education program that is at issue here. As noted, we believe a constitutional amendment is needed before the State can use public funds to contract with private providers of early childhood education programs.

#### DISCUSSION

Article X of the Hawai'i Constitution is entitled "Education." Article X, section 1 states as follows:

Section 1. The State shall provide for the establishment, support and control of a statewide system of public schools free from sectarian control, a state university, public libraries and such other educational institutions as may be deemed desirable, including physical facilities therefore. There shall be no discrimination in public educational institutions because of race, religion, sex or ancestry; nor shall public funds be appropriated for the support or benefit of any sectarian or nonsectarian private educational institution, except that special purpose revenue bonds authorized under section 12 of Article VII may be appropriated to finance or assist:

- 1. Not-for profit corporations that provide early childhood education and care facilities serving the general public; and
- 2. Not-for-profit private nonsectarian and sectarian elementary schools, secondary schools, colleges and universities. (Bold and underscore emphasis added).

The foregoing presents a clear constitutional prohibition on the use of public monies to support or benefit private educational institutions. What qualifies as a "private educational institution" is not defined in the Constitution, nor are we aware of any judicial interpretation of that phrase. While it is clear that private kindergarten to grade 12 programs fall within the definition based on the Spears v. Honda decision discussed below, it is less clear with respect to private preschools.

The question then is whether public funds can be used to pay for private providers needed to implement the early childhood education program. It is our understanding that the majority of these early childhood education providers will be private preschools. Thus, if private preschools and other early education providers are deemed to be "private educational institutions" as the phrase is used in article X, section I, then a constitutional amendment of the type that is

currently before both houses of the Legislature is indeed required. Rather than delivering a program with the constant uncertainty that it may face a legal challenge that it violates article X, section 1, amending article X, section 1 to clearly permit the use of public funds to contract with private providers to deliver some of the early childhood education programs eliminates that legal challenge.

In interpreting a phrase in the Constitution, "[t]he general rule is that, if the words used in a constitutional provision ... are clear and unambiguous, they are to be construed as they are written[.]" Nelson v. Hawaiian Homes Commission, 127 Hawai'i 185, 197, 277 P.3d 279, 291 (2012) (internal quotation marks omitted) (quoting Spears v. Honda, 51 Haw. 1, 6, 449 P.2d 130, 134 (1968)). Furthermore, "[t]he words in a constitutional provision are also 'presumed to be used in their natural sense." Nelson, 127 Hawai'i at 198 (quoting Employees' Retirement System v. Ho, 44 Haw. 154, 159, 352 P.2d 861, 864 (1960)).

As far as we can tell, the phrase "private educational institution" is not defined in any dictionary. The first term of the phrase, "private," naturally means something other than a public or governmental program, institution, etc. The remaining terms of the phrase, "educational institution," is defined as "an institution dedicated to education," (see Webster-dictionary.org, dictionary.reference.com, thefreedictionary.com), or an "establishment dedicated to educating people" (see babylon.com). Thus, in the natural sense, the phrase "private educational institution" means a private institution (i.c., a non-public or non-governmental institution) that is dedicated to education. Although private preschools participating in the early childhood education program would appear to fit squarely within this natural interpretation of the phrase "private educational institution," this alone does not tell us whether the framers of the Constitution intended such an interpretation.

"In such a situation, we may look to the history of 'the times and the state of being when the constitutional provision was adopted." Nelson, 127 Hawai'i at 198 (quoting State v. Kahlbaun, 64 Haw. 197, 202, 638 P.2d 309, 315 (1981)). "In doing so, "the object sought to be accomplished and the evils sought to be remedied should be kept in mind by the courts." Nelson, 127 Hawai'i at 198 (quoting Hawaii Gov't Employees' Ass'n v. County of Maui, 59 Haw. 65, 81, 576 P.2d 1029, 1039 (1978)). "In order to give effect to the intention of the framers and the people adopting a constitutional provision, an examination of the debates, proceedings and committee reports are useful." Nelson, 127 Hawai'i at 198 (quoting Kahlbaun, 64 Haw. at 204, 638 P.2d at 316).

The controlling authority in Hawai'i with respect to interpreting the framers' purpose or intent behind article X, section 1 of the Hawai'i Constitution is <u>Spears v. Honda</u>, 51 Haw. 1, 449 P.2d 130 (1968), in which the Hawai'i Supreme Court ruled unconstitutional two statutory provisions and an administrative rule which authorized subsidies to private and sectarian school students for bus transportation to and from school. The <u>Spears</u> court determined that the bus subsidies constituted "support or benefit" of private schools in violation of article IX of the

Hawai'i Constitution (article IX was later renumbered to article X during the Constitutional Convention of 1978).

At the outset of this discussion of <u>Spears</u>, we point out that the case is not directly on-point with our situation. First, <u>Spears</u> dealt with the interpretation of the phrase "support or benefit," which is not at issue here. In addition, the case dealt with the constitutionality of a public bus subsidy for private school students, grades kindergarten to grade 12. Notwithstanding this, the decision is highly instructive with respect to the framers' intent behind article X, which can assist us determine whether the phrase "educational institution" also includes private preschools that provide education to children.

In Spears, the need to ensure the success of public schools is expressed as the reason for article X, section I's prohibition against the use of public funds to support and strengthen private schools. The Hawai'i Supreme Court found that "the intent of the framers of our Constitution regarding the nature of appropriations constituting 'support or benefit' to sectarian and private schools is clear from the proceedings of our Constitutional Convention of 1950[.]" Spears, 51 Haw. at 7. The court noted that the Committee on Education's report presenting article IX to the Committee of the Whole was "permeated with a strong recognition of the importance and unique function of public education in a democratic state, as compared with nonpublic education." Id. The court further noted that the Committee on Education had indicated it was "acting in accordance with the will of the electorate of Hawai'i in placing major emphasis on public education through a separate article on that subject in the Constitution rather than tacking or telescoping it into the article on general welfare." Id. The court believed that the emphasis on public education could be:

[L]argely attributed to the fact that, at that time, nonpublic schools in this jurisdiction were considered better able to provide education than public schools, although the latter had shouldered the burden of educating the bulk of the populace and of assimilating vast numbers of offspring or immigrants into the mainstream of American life, despite somewhat shabby treatment by the legislature.

<u>Spears</u>, 51 Haw, at 7. The court pointed out that "[t]he gap in the quality of education provided by public schools and the quality of education provided by private schools" was still apparent at the time of its decision in <u>Spears</u>. <u>Id.</u> at 7, n. 5.

The <u>Spears</u> court determined that any use of public monies resulting in the building-up or strengthening of a private school is prohibited by Article X. The court explained:

<sup>&</sup>lt;sup>1</sup> Citing Standing Committee Report No. 52, The Proceedings of the Constitutional Convention Hawaii, Vol. I, 201-206 (1950).

The mechanics of the bus subsidy program at issue indicate that the fears of the framers were well-founded. The subsidy does 'build up, strengthen and make successful' the nonpublic schools. ... Also, ... the subsidy induces attendance at nonpublic schools, where the children are exposed to a curriculum that, in many cases, if not generally, promotes the special interests and biases of the nonpublic group that controls the school. Finally, to the extent that the State pays out funds to carriers owned by the nonpublic schools or agents thereof, the State is giving tangible 'support and benefit' to such schools.

Id. at 12-13.

The <u>Spears</u> court concluded that the bus subsidy violated article X and could not be lawfully reinstated unless the Constitution was amended.

As pointed out by the discussion of the historical bases of our Constitution, this state has tied its own hands regarding appropriations for the 'support or benefit' of nonpublic schools. ... [W]here the Legislature has not been granted the power by the people, under the State Constitution, to pass certain legislation, it cannot validly pass such legislation. Rather, the Legislature must return to the people to ask them to decide whether their State Constitution should be amended to grant the Legislature the power that it seeks[.]

Having decided that the Hawaii Constitution ties the hands of the Legislature and prohibits it from making any appropriation aiding a sectarian or private school, including subsidies for bus transportation, we are compelled to conclude that [the bus subsidy law] violate[s] Article IX, Section 1, to the extent that they authorize appropriations to sectarian and private schools.

Id. at 15 (bracketed language added).

#### CONCLUSION:

It is clear from the <u>Spears</u> decision that the Hawai'i Supreme Court has determined that the framers' intent behind article X, section I was to create a broad prohibition on the use of public monies to benefit or support private schools. Indeed, using public monies merely to subsidize the cost for bus transportation to and from private schools was determined to be prohibited because it would have the effect of building-up, strengthening and making the private schools successful as against the public schools.

Under this reasoning, we believe article X, section 1 of the Hawai'i Constitution prohibits the use of public funds to pay for private early childhood education programs. As noted above, it is anticipated that the majority of the participating private early childhood education programs will be private preschools. Such private programs would be in direct competition with those public schools that currently have preschool, pre-kindergarten, or junior kindergarten programs. Using public monies to help build-up and strengthen such private preschools to the detriment of public preschool programs is precisely what the framers intended to prevent. Moreover, public monies going to private preschools that are attached to, or affiliated with, a private K-12 program, could also be deemed to be benefit or support of the attached private K-12 programs. Consequently, we believe an amendment to article X, section 1 of the Hawai'i Constitution carving out an exception to permit the use of public funds to pay private providers of early education programs under the statewide early learning system would be needed in order to use public funds to pay for these private providers. Should you have questions, please feel free to contact us.

Very truly yours,

Găry'S. Suganuma

Deputy Attorney General

APPROVED:

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Attorney General

<sup>&</sup>lt;sup>2</sup> Although recently enacted law will repeal junior kindergarten starting in the 2014-2015 school year, there is nothing preventing the legislature from either extending junior kindergarten beyond the current repeal date, or to reinstate the program at some time in the future.

## Seven Guiding Principles for Crafting Policies to Improve Early Childhood Assessment Practices (from infancy through 3<sup>rd</sup> grade) in Hawaii

The guiding principles in this document are based on the indigenous Hawaiian perspective of the "aloha spirit" that embraces all keiki/children and reflects Hawai T's unique historical and cultural identity. As the first state in the nation with two official languages, Hawaiian and English, Hawai T has forged a distinct pathway of successful learning that must be recognized and protected by policy makers. State leaders should use these principles to help them make decisions about policies related to early childhood assessment – from birth through 3<sup>rd</sup> grade – in a number of state funded programs, such as DHS'. Preschool Open Doors, DOE's kindergarten entry assessment and prekindergarten classrooms.

These policies promote assessment practices in early learning settings that are developmentally appropriate, culturally responsive, reveal holistic information about keiki strengths, and support teachers, keiki, families, and communities alike.

Appropriate, valid, and reliable assessment in either of Hawai'i's two official languages is a central component of a comprehensive early childhood program which includes educational goals and outcomes for all keiki.

State policies should support assessment practices with the following characteristics.

1. Early childhood assessments start with the premise that early childhood and early elementary educators, and early learning program directors and school administrators value keiki as competent and capable learners and individuals. Early childhood assessments should be developmentally appropriate, culturally responsive and in the language of instruction.

Current or proposed policies should provide preparation experiences, ongoing professional development, and/or tools to support early childhood and early elementary educators to .....

- A. Observe and understand keiki competencies across multiple domains (their na'au/emotions, pili'uhane/spirit, kino/body, na'auao/intellect and ōlelo/language) and to use that information to develop instructional goals for the future.
- B. Create developmentally appropriate and culturally responsive learning experiences that allow all keiki of diverse socioeconomic levels, cultures, linguistic backgrounds, and needs and abilities to demonstrate their competencies in realistic settings and situations.
- C. Elicit reflections from keiki about their own learning, performance, and behaviors that enrich educators' understanding of their growth, learning and their potential to contribute to their community.
- 2. Early childhood formative assessments inform efforts to improve instruction and interactions with keiki. Using appropriate assessment tools, the assessment data should be used to make sound decisions about teaching and learning.

Current or proposed policies should help early childhood and early elementary educators and leaders to create learning environments from early childhood through 3<sup>rd</sup> grade in which....

- A. Assessment is a daily, ongoing process and cycle of instruction, observation, documentation, analysis, and improvement.
- B. Assessment yields data for improving instruction and interactions, rather than for judging, labeling, and categorizing keiki or teachers.
- C. Assessment is not a standalone process, event, or "test".

3. Early childhood assessments attend to how keiki grow in a holistic way, including their na'au/emotions, pili'uhane/spirit, kino/body, na'auao/intellect and ōlelo/language.

Current or proposed policies should...

- A. Support early childhood and early elementary educators (including program directors and school principals) with preparation experiences and ongoing professional development that help deepen their understanding of keiki development across all critical domains and the implications for instruction and assessment.
- B. Require or encourage the use of assessment tools and strategies that recognize how keiki grow in a holistic manner across all domains.
- C. Support the continued assessment of growth and development of keiki in physical well-being, social and emotional learning, and approaches to learning through at least 3<sup>rd</sup> grade.
- 4. Early childhood assessments require early childhood and early elementary educators who are competent in listening to, watching, documenting, and interpreting keiki thinking, expressions, and actions, and responding accordingly to promote their growth, learning, and potential to contribute to their community.

Current or proposed policies should provide early childhood and early elementary educators with preparation experiences, ongoing professional development opportunities, and/or tools to...

- A. effectively observe, document, interpret keiki thinking, expressions, and actions across all domains of learning and development (Sec.#3 above).
- B. use their understanding of keiki growth, learning and their potential to contribute to their community to improve their instruction and interactions with children.
- C. adapt their assessment practices to the socioeconomic levels, cultures, linguistic backgrounds, and needs and abilities of keiki.
- D. know when it is appropriate to use the native language of the keiki for assessment.
- E. share and analyze their understanding of development of the keiki with one another, with administrators, and with families to help make the best decisions about their instruction and interactions with their students.
- 5. Early childhood assessments involve 'ohana/family members as knowledgeable contributors and partners to keiki growth, learning and their potential to contribute to their community. All assessment efforts are inclusive of families.

Current or proposed policies should...

- A. Promote assessment strategies that systematically incorporate 'ohana members' perspectives of their keiki.
- B. Help, early childhood and early elementary educators systematically communicate information about their keiki with their 'ohana members.
- C. Support early childhood and early elementary educators with preparation experiences, ongoing professional development, and/or tools that help them incorporate families' knowledge and experience of their keiki in the classroom
- D. Support early childhood and early elementary educators with preparation experiences, ongoing professional development and/or tools that help them partner with families to improve instruction and interactions in the classroom.
- E. Support families with additional information, skills, and tools to encourage the growth, learning and potential of their keiki to contribute to their community.

6. Early childhood assessments integrate information about the kaiaulu/the community, ke kula/the school, and ka 'ohana, the family to help early childhood and early elementary educators improve their practice and their ability to support keiki growth, learning, and potential to contribute to their community.

Current or proposed policies provide state and local early childhood and education leaders the resources needed to gather data and information about...

- A. The quality of the ke kula/school and classroom environment (e.g., materials, facilities, leadership, classroom climate, teacher-child interactions), which can impact keiki growth, learning and their potential to contribute to their community.
- B. The availability and quality of community and family supports (e.g., economic, health, social, cultural) that impact keiki growth, learning and their potential to contribute to their community.
- 7. For the following reasons, early childhood (including K-3) assessment policies and practices that follow the above principles tend not to rely heavily or at all on direct, standardized assessments like those used in the older grades with the Hawaii State Assessments program:

To assess keiki progress and needs, tools and methods that are developmentally appropriate should be used.

- A. It is difficult, and often stressful, for keiki to follow the typical protocols for these tests (e.g., sitting for an extended period of time; filling in bubbles, read, or writing independently, etc.).
- B. Keiki performance is highly variable and susceptible to events before or during testing.
- C. Keiki who are not familiar with the purpose of tests may not be motivated to perform to the best of their ability.



#### Effective Teacher-Child Interactions Are Key to Early Success

The interactions that infants and young children have with teachers and caregivers provide a foundation for learning and later school success. In fact, effective teacher-child interactions are increasingly viewed as a key aspect of early childhood care and education, as evidenced by their inclusion in federal Head. Start monitoring as well as in state Quality Rating and Improvement Systems (QRISs), across the country. From birth, interactions that are positive, warm, and stimulating can be highly protective and set the stage for optimal development, while understimulation and exposure to stress can be toxic to developing brains, leading to behavior problems and social and academic difficulties. In preschool classrooms, children who experience more effective interactions—interactions that are warm, developmentally appropriate, and provide cognitive and linguistic stimulation—make greater gains in academic and social/emotional development than children who experience less effective interactions. Furthermore, effective interactions support children's classroom engagement and the development of "learning-to-learn" skills, both of which are critical for early school success. 3.4.

The Classroom Assessment Scoring System® (CLASS®) is a framework developed and researched over nearly two decades to capture the aspects of effective interactions that are most closely aligned with children's social, emotional, and academic outcomes. The foundations of the CLASS system are rooted in the theory that interactions between teachers and students fundamentally drive the learning and development that occur within classrooms: effective teachers actively engage with children and create environments that are conducive to learning. 5.6 This premise has been borne out in multiple studies involving thousands of classrooms and tens of thousands of students across age levels, from preschool through secondary school.

Unfortunately, data indicate that most child-care settings are characterized by low- to moderate-quality interactions. A large-scale study of interactions across 11 states found emotionally supportive interactions in the mid range, indicating that moments of close teacher-child connection are punctuated by inconsistent warmth and sensitivity. Instructional interactions averaged in the low range, suggesting that examples of high-quality instruction were rare. More recent nationally representative data from Head. Starts paint a slightly better picture—Emotional Support in the upper-mid range, and Instructional Support in the low-mid range—but still suggest substantial room for improvement.

<sup>1.</sup> Shonkoff, J. P. & Phillips, D. A. (Eds.) (2000). From Neurons to Neighborhoods; The Science of Early Childhood Development, Washington, DC; National Academy Press.

<sup>&</sup>lt;sup>2</sup> Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., ... Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child. Development*, 79(3), 732-749.

<sup>&</sup>lt;sup>3</sup> Ponitz, C. C., Rimm-Kaufman, S. E., Grimm, K. J., & Curby, T. W. (2009), Kindergarten classroom quality, behavioral engagement, and reading achievement, *School Psychology Review*, *38*(1), 102-120.

<sup>&</sup>lt;sup>4</sup> Dominguez, X., Vitiello, V. E., Fuccillo, J. M., Greenfield, D. B., & Bulotsky-Shearer, R. J. (2011). The role of context in preschool learning: A multilevel examination of the contribution of context-specific problem behaviors and classroom process quality to low-income children's approaches to learning. *Journal of School Psychology*, 49(2), 175-195.

<sup>&</sup>lt;sup>5</sup> Howes, C., Burchinal, M., Pianta, R., Bryant, D., Early, D., Clifford, R., & Barbarin, O. (2008), Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs. *Early Childhood Research Quarterly*, 23(1), 27-50.

<sup>&</sup>lt;sup>6</sup> Hamre, B. K., Pianta, R. C., Downer, J. T., DeCoster, J., Mashburn, A. J., Jones, S. M., ... Hamagami, A. (2013). Teaching through interactions: Testing a developmental framework of teacher effectiveness in over 4,000 classrooms. *The Elementary School Journal*, 113(4), 461-487.

<sup>/</sup> Mashburn et al., 2008.

<sup>8</sup> https://ecikc.ohs.acf.hhs.gov/hslc/hs/sr/class/

#### Development and Validation of the CLASS Framework

The conceptual and theoretical bases for the CLASS® tools were initially developed as part of the landmark NICHD Study of Early. Child Care and Youth Development. (SECCYD), which followed a cohort of over 1,300 children born in 1991, from birth through high school. A precursor to the CLASS measure used in the SECCYD study demonstrated the following:

- In first grade, more effective emotional and instructional support, were associated with students' higher engagement in academic activities, more positive behavior with peers, and less negative behavior with teachers and peers.?
- First grade children identified as "at risk" for school failure by their kindergarten teachers had similar achievement (measured by the Woodcock Johnson Revised Tests of Achievement, a widely used, standardized achievement measure), to their "not at risk" peers when their first grade classrooms provided high levels of emotional and instructional support.<sup>10</sup>
- From kindergarten to fifth grade, students who made more rapid progress in reading and math were more likely to be in classes with emotionally supportive teacher-child interactions.<sup>11</sup>

The Pre-K CLASS tool in its current form was developed and validated in a large-scale study of state-funded preschool programs that was conducted in 11 states, involving 671 classrooms with over 2,400 children who were followed into kindergarten. This study demonstrated that effective Instructional Support was associated with greater preschool gains in receptive vocabulary (measured by the PPVT), expressive vocabulary (measured by the OWLS), rhyming skills, letter naming, and math skills (measured by the Woodcock Johnson Revised Tests of Achievement). Effective Emotional Support was associated with gains in social competence and decreases in problem behavior. 12.

Researchers also used these data to examine the use of the Pre-K CLASS tool in diverse settings, including in preschool classrooms that serve children with varying proportions of Hispanic/Latino children and children who are dual language learners (DLLs). Findings indicated that the CLASS tool is valid and predicts student outcomes equally well in classrooms with more versus fewer Hispanic/Latino children, and with more versus fewer DLLs.<sup>13</sup>.

Recently, versions of the CLASS, framework were developed to capture effective interactions in infant and toddler, classrooms. Early, findings support the reliability, and validity, of both tools. For the Toddler CLASS, tool, findings, indicate that scores are positively, associated with state quality, ratings, smaller group, sizes, and better, teacher qualifications. 14 In a large-scale study of nearly 500, Early Head Start classrooms, several, associations with child, outcomes were, found, including, associations with early language, skills and behavior, problems, 15, although, further, research, is needed to replicate and extend these findings. A more

NICHD Early, Child, Care, Research Network (2002), Early, child, care, and children's development prior, to school entry; results from the NICHD Study of Early, Child, Care. *American Educational Research Journal*, 39(1) 133-164.
10 Hamre, B. K., & Pianta, R. C. (2005), Can instructional and emotional support in the first-grade classroom make a

difference for children at risk of school failure? *Child Development*, 76(5), 949-967.

11 Pianta, R. C., Belsky, J., Vandergrift, N., Houts, R., & Morrison, F. J. (2008). Classroom effects on children's

Planta, R. C., Belsky, J., Vandergriff, N., Houts, R., & Morrison, F. J. (2008). Classroom effects on children's achievement trajectories in elementary school. *American Educational Research Journal*, 45(2), 365-397.
 Mashburn et al., 2008

<sup>&</sup>lt;sup>13</sup> Downer, J. T., López, M., L., Grimm, K., J., Hamagami, A., Pianta, R. C., & Howes, C. (2011). Observations of teacher-child interactions in classrooms serving. Latinos and dual language learners: Applicability of the Classroom Assessment Scoring. System in diverse, settings. *Early Childhood Research, Quarterly, 27*(1), 21-32.

<sup>&</sup>lt;sup>14</sup> Thomason, A. C. & La Paro, K. M. (2009), Measuring the quality of teacher-child interactions in toddler child care. *Early Education and Development, 20*(2), 285-304...

<sup>&</sup>lt;sup>15</sup> Bandel, E., Aikens, N., Vogel, C. A., Boller, K., & Murphy, L. (2014). Observed quality and psychometric properties of the CLASS-T, in the Early, Head Start Family and Child Experiences, Survey, OPRE Technical Brief, 2014-34, Washington, DC; Office of Planning, Research and Evaluation, Administration for Children and Families, U.S., Department of Health and Human Services.

recent study, found associations between higher Emotional and Behavioral Support scores, and lower levels, of child behavior, problems, <sup>16</sup>

For the Infant CLASS tool, an initial study showed that scores were moderately correlated with scores on the ITERS-R, another measure of child-care quality, and that individual dimension scores were correlated with lower teacher: child ratios and more years of infant teaching experience. <sup>17</sup> In pilot testing across six sites, Infant CLASS scores showed high stability across the school day. Analyses also confirmed that the four dimensions of the tool were best represented by a single domain rather than multiple separate domains. <sup>18</sup>

These studies across three age levels demonstrate that the CLASS observation tool can be used validly and reliably in classrooms serving children from birth to age five.

#### Structure and Use of the CLASS Observation Tools

The Pre-K CLASS® observation tool is used in classrooms serving children from three to five years of age. It consists of three broad, empirically driven domains subdivided into 10 dimensions as follows<sup>19</sup>:

- **Emotional Support** captures the extent to which classrooms are characterized by warm and positive interactions, a lack of negativity, sensitivity to individual children's needs, and appropriate support for autonomy. Dimensions of Emotional Support are
  - Positive Climate.
  - Negative Climate
  - Teacher Sensitivity
  - Regard for Student Perspectives.
- Classroom Organization captures how the teacher organizes children's time and attention to get
  the most out of each class day by managing behavior, providing activities, and actively
  facilitating children's experiences. Dimensions of Classroom Organization are.
  - Behavior Management
  - Productivity
  - Instructional Learning Formats
- Instructional Support captures how teachers promote higher-order, thinking, provide feedback to children that deepens their, thinking, and encourage language use and learning. Dimensions of Instructional Support are.
  - Concept Development.
  - Quality of Feedback
  - Language Modeling

The Toddler CLASS observation tool is used in classrooms serving children ages 15 to 36 months, It consists of two broad, empirically driven domains and eight dimensions, organized as follows<sup>20</sup>:

<sup>&</sup>lt;sup>16</sup> La Paro, K., M., Williamson, A. C., & Hatfield, B. (2014). Assessing quality, in toddler, classrooms, using the CLASS-Toddler, and the ITERS-R. *Early Education and Development, 25*(6), 875-893.

<sup>&</sup>lt;sup>17</sup> Jamison, K., R., Cabell, S., Q., LoCasale-Crouch, J., Hamre, B., K., & Pianta, R., C. (2014), CLASS-Infant; An observational measure for assessing teacher-infant interactions in center-based child care. *Early Education and Development*, 25(4), 553-572.

<sup>18</sup> LoCasale-Crouch, J., Hamre, B. K., & Pianta, R. C. (2014). CLASS-Infant Technical Manual. *Unpublished manuscript*.

Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoting System Manual, Pre-K.* Baltimore, MD; Paul H. Brookes Publishing Co.

<sup>&</sup>lt;sup>20</sup> La Paro, K., M., Hamre, B. K., & Pianta, R. C. (2012). *Classroom Assessment Scoring System Manual, Toddler*. Baltimore, MD; Paul H., Brookes, Publishing, Co.

- **Emotional and Behavioral Support** captures the extent to which classrooms are characterized by warm, supportive, and individualized care, along with appropriate support for autonomy and positive behavior. Dimensions of Emotional and Behavioral Support are.
  - Positive Climate
  - Negative Climate.
  - Teacher Sensitivity
  - Regard for Child Perspectives
  - Behavior Guidance.
- **Engaged Support for Learning** captures teachers' provision of active facilitation, feedback, and language stimulation to promote development. Dimensions of Engaged Support for Learning are
  - Facilitation of Learning and Development.
  - Quality of Feedback
  - Language Modeling

The Infant CLASS observation tool is used in classrooms serving children ages 6 weeks to 18 months. It consists of one broad domain subdivided into four dimensions as follows<sup>21</sup>:

- Responsive Caregiving captures, the extent to which caregivers provide infants with warm,
  positive, responsive care that is attentive to individual needs and supports early learning and
  language skills. Dimensions of Responsive Caregiving are
  - Relational Climate.
  - o. Teacher Sensitivity.
  - Facilitated Exploration.
  - Early Language Support

Across age levels, each dimension is anchored at the low, mid, and high ranges with detailed descriptions of interactions that fall into each range. Codes are assigned at the dimension level on a scale of one to seven, with lower scores indicating that there was little evidence of the dimension and higher scores indicating consistent evidence of the dimension. Coding accounts for both the frequency and the quality of interactions.

CLASS observations are conducted in 25- to 30-minute cycles, which include a 15-20 minute observation period followed by 10 minutes to code. CLASS observers typically complete four observation cycles across a single morning and average the codes from each cycle to arrive at the classroom's scores. Dimension scores can then be averaged to arrive at domain scores.

To use the CLASS tool, observers attend a 2-day Teachstone observation training and must pass a certification test, requiring that they accurately code, a series of five classroom videos. Reliability, requirements on the certification test are that observers assign 80% of their codes overall within one point of master codes and assign a minimum of two out of five codes within one point across each dimension. Trainees have three attempts to pass the reliability test. Upon passing, they are certified as observers for one year.

#### **CLASS-Based Professional Development**

MyTeachingPartner™ (MTP™) Coaching was developed by researchers at the University of Virginia. It is a structured coaching program in which teachers work one-on-one with a coach over a 10-month period. Every two weeks, a teacher uploads a video of his or her own teaching for the coach to review. The

<sup>&</sup>lt;sup>21</sup> Hamre, B. K., La Paro, K. M., Pianta, R. C., & LoCasale-Crouch, J. (2014). *Classroom Assessment Scoring System Manual, Infant.* Baltimore, MD: Paul H. Brookes Publishing Co.

coach asks the teacher to focus on specific aspects of each video and together they discuss the effective and less effective interactions that took place. Over the 10-month program, the coach encourages the teacher to improve the effectiveness of his or her interactions with students.

In a randomized, controlled trial, participation in MTP coaching led to significant gains in teacher-student interactions in all three CLASS® domains.<sup>22</sup> Furthermore, children in the MTP classrooms made greater language and literacy gains compared to children in the control group.<sup>23</sup> MTP coaching has also shown promise at scale in programs across the country. Across several projects, coaches were able to implement the program with levels of quality and intensity similar to those seen in the research setting. Additionally, an evaluation of the First 5 California CARES Plus MTP program demonstrated that teachers in MTP coaching made significant gains in both Classroom Organization and Instructional Support.<sup>24</sup>

Making the Most of Classroom Interactions (MMCI), a CLASS-based course, is grounded in research proving the effectiveness of coursework in improving interactions. In a study, researchers developed a college-style course focused on teacher-child interactions along with language and literacy instruction. In a randomized, controlled trial, researchers found that the course improved teacher-child interactions significantly in Emotional Support and Instructional Support.<sup>25</sup> Teachstone's MMCI course is a 10-session program focused exclusively on teacher-child interactions. It gives teachers opportunities to analyze and discuss interactions in each Pre-K CLASS dimension, as well as homework assignments to help them apply their new skills in the classroom.

Teachstone's online resources for teachers, including Looking at CLASS rooms and the CLASS Video. Library, were developed based on research showing that teachers who engage with video exemplars improve their interactions. <sup>26</sup> The CLASS Video Library provides brief videos of effective teacher-child interactions within each CLASS dimension. Focus text for each video draws teachers' attention to the relevant interactions. Looking at CLASS rooms walks teachers through the Video Library, with units that encourage teachers to spend time with the videos and explore each dimension.

The CLASS Discussion Toolkit is based on evidence that group involvement in professional development can boost its effectiveness.<sup>27</sup> The Toolkit encourages teachers to view and analyze videos of teacher-child interactions and discuss how they bring each dimension into their own classroom practice. The Toolkit can be implemented flexibly according to the needs of individual programs.

<sup>&</sup>lt;sup>22</sup> Pianta, R. C., Mashburn, A. J., Downer, J. T., Hamre, B. K., & Justice, L. (2008). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms, *Early Childhood Research Quarterly*, 23(4), 431-451.

<sup>&</sup>lt;sup>23</sup> Mashburn, A. J., Downer, J. T., Hamre, B. K., Justice, L. M., & Pianta, R. C. (2010), Consultation for teachers and children's language and literacy development during pre-kindergarten. *Applied Developmental Science*, *14*(4), 179-194

<sup>&</sup>lt;sup>24</sup> First 5 California. (2014). CARES Plus, Round 1, Evaluation Findings Update. Retrieved 6/20/2014 from <a href="http://www.ccfc.ca.gov/pdf/commission/meetings/handouts/Commission Handouts-2014-04/from-13\_CARES Plus, Round 1, Evaluation Findings Update.pdf">http://www.ccfc.ca.gov/pdf/commission/meetings/handouts/Commission Handouts-2014-04/from-13\_CARES Plus, Round 1, Evaluation Findings Update.pdf</a>

<sup>&</sup>lt;sup>25</sup> Hamre, B. K., Pianta, R. C., Burchinal, M., Field, S., LoCasale-Crouch, J., Downer, J. T., ... Scott-Little, C. (2012). A course on effective teacher-child interactions; Effects on teacher beliefs, knowledge, and observed practice. *American Educational Research Journal*, 49(1), 88-123.

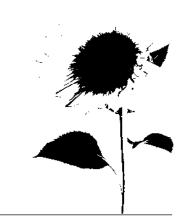
<sup>&</sup>lt;sup>26</sup> Pianta et al., 2008.

<sup>&</sup>lt;sup>2</sup>/. Gersten, R., Dimíno, J., Jayanthi, M., Kim, J. S., & Santoro, L. E. (2010). Teacher Study Group: Impact of the professional development model on reading instruction and student outcomes in first grade classrooms. *American Educational Research Journal*, 47(3), 694-739.



#### Scaled Scores

Ranges of Widely. Held Expectations. in the "Comparative Report"



In Teaching Strategies GOLD\*, children's knowledge, skills, and behaviors are scored for each objective or dimension. The data a teacher enters into the online tool is used to generate raw scores. For the raw scores to be compared, they need to be on a uniform scale. By generating comparative data—or scaled scores—this uniform scale enables users to compare skill levels across areas and better understand the whole child.

The "Comparative Report" uses a uniform scale that presents scores on a scale of 200–800 for each area of development and learning. Using these scaled scores enables administrators to compare a group of children's scores across areas and determine which areas need additional attention. Below are the scaled scores for each age or class/grade for the social–emotional, physical, language, cognitive, literacy, and mathematics areas:

#### Social-Emotional Development and Learning

Age or Class/Grade	Colored Band	Range of Widely. Held Expectations
Birth-1 year	Red	272–387
1–2 years	Orange	387–494
2-3 years	Yellow	458–546
Preschool 3	Green	516-614
Pre-K 4	Blue	589-690
Kindergarten	Purple	653–795

#### Physical Development and Learning

Age or Class/Grade	Colored Band	Range of Widely Held Expectations
Birth-1 year	Red	278-389
1–2 years	Orange	399–466
2–3 years	Yellow	455-543
Preschool 3	Green	512–617
Pre-K 4	Blue	578-698
Kindergarten	Purple	646–729

#### Language Development and Learning and Spanish-Language Development and Learning

Age or Class/Grade	Colored Band	Range of Widely Held Expectations
Birth-1 year	Red	312-410
1–2 years	Orange	410-492
2–3 years	Yellow	469-554
Preschool 3	Green	524-639
Pre-K 4	Blue	580-721
Kindergarten	Purple	675-800

#### Cognitive Development and Learning

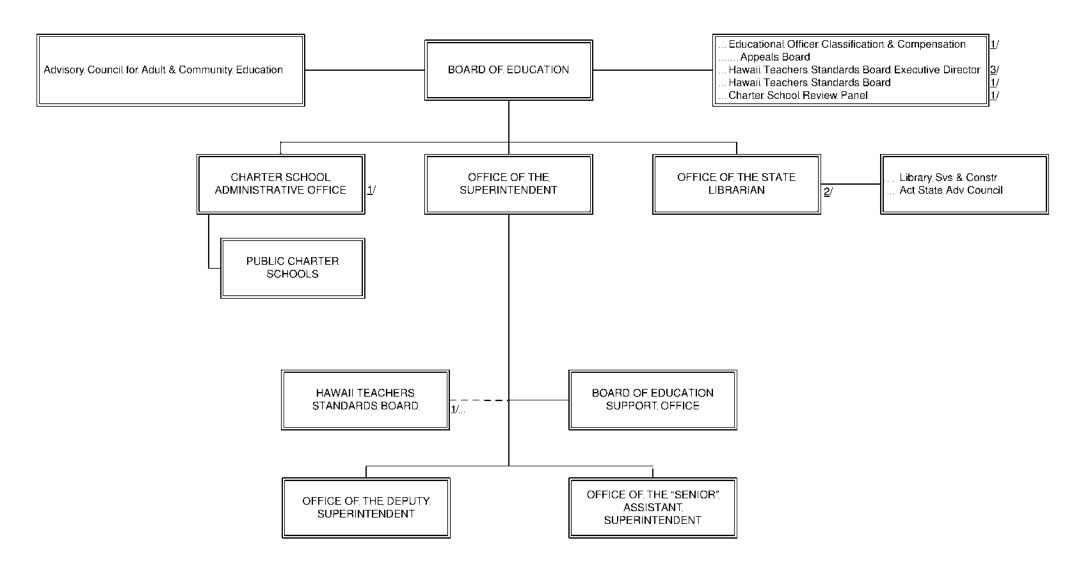
Age or Class/Grade	Colored Band	Range of Widely Held Expectations
Birth-1 year	Red	313–377
1-2 years	Orange	377–465
2-3 years	Yellow	<b>4</b> 53-540
Preschool 3	Green	519-634
Pre-K 4	Blue	591–738
Kindergarten	Purple	679–800

#### Literacy Development and Learning

Age or Class/Grade	Colored Band	Range of Widely Held Expectations
Birth-1 year	Red	200-375
1–2 years	Orange	408–444
2-3 years	Yellow	470-530
Preschool 3	Green	530-610
Pre-K 4	Blue	572–705
Kindergarten	Purple	644-798

#### Mathematics Development and Learning

Age or Class/Grade	Colored Band	Range of Widely Held Expectations
Birth-1 year	Red	200–200
1–2 years	Orange	441–491
2-3 years	Yellow	483-557
Preschool 3	Green	545-621
Pre-K 4	Blue	615-712
Kindergarten	Purple	691–800



 $<sup>\</sup>underline{1}/\!\!/$  Attached to DOE for administrative purposes only in accordance with law.

<sup>2/</sup> The public library system organization is published separately by the State Librarian. 3/ The Executive Director of the Hawaii Teachers Standards Board is appointed by the BOE.

"Organizational viability" means that a charter school;

--

- Has been duly constituted and operates in accordance with its charter.
  - (2) Has a governing board established in accordance with law and the charter school's charter;
- (3) Employs sufficient faculty and staff to provide the necessary educational program and support services to operate the facility in accordance with its charter;
  - (4) Maintains accurate and comprehensive records regarding stude and employees as determined by its authorizer;
    - (5) Meets appropriate standards of student achievement as defined by board pursuant to its duties under article X, section 3, of the C tution of the State of Hawaii;
- (6) Cooperates with board and authorizer requirements in condecting functions:
  - (7) Complies with applicable federal, state, and county laws and requestions:
- (8) In accordance with authorizer guidelines and procedures, is finan ly sound and fiscally responsible in its use of public funds, main accurate and comprehensive financial records, operates in accord with generally accepted accounting practices, and maint ins a s financial plan;
- (9) Operates within the scope of its charter contract and fulfills obtions and commitments of its charter;
  - (11) Complies with all health and safety laws and requirements,
- (11) Complies with all authorizer directives, policies, and procedure
- (12) Complies with all board policies deemed applicable to charter sch by the board.

"Start-up charter school" means a new school established under sec 302D-13. [L 2012, c 130, pt of §2, am L 2013, c 159, §3]

[§302D-2] Existing charter schools. Any charter school holding a cter to operate under part IV, subpart D, of chapter 302A, as that subpart e before July 11, 2006, and any charter school holding a charter to operate u chapter 302B as it existed before June 19, 2012, shall be considered a charischool for the purposes of this chapter under a charter contract with the comission unless the charter contract is revoked, transferred to another author not renewed, or the charter school voluntarily closes. [L 2012, c 130, pt f

# Revision Note

"June 19, 2012" substituted for "the enactment of this chapter",

§302D-3 State public charter school commission; establishment; appointment. (a) There is established the state public charter school commission with statewide chartering jurisdiction and authority. The commission shall be placed within the department for administrative purposes only. Notwithstanding section 302D-25 and any law to the contrary, the commission shall be subject chapter 92.

- (b) The mission of the commission shall be to authorize high-quality public charter schools throughout the State.
- (c) The commission shall consist of nine members to be appointed by the board. The board shall appoint members who will be tasked with authorizing nublic charter schools that serve the unique and diverse needs of public school

students. The chair of the commission shall be designated by the members of the commission for each school year beginning July 1, and whenever there is a vacancy. The board shall consider the combination of abilities, breadth of experiences, and characteristics of the commission, including but not limited to reflecting the diversity of the student population, geographical representation, and a broad representation of education-related stakeholders.

- (d) Understanding that the role of the commission is to ensure a long-term strategic vision for Hawaii's public charter schools, each nominee to the commission shall meet the following minimum qualifications:
  - (1) Commitment to education. Each nominee's record should demonstrate a deep and abiding interest in education, and a dedication to the social, academic, and character development of young people through the administration of a high performing charter school system.
- (2) Record of integrity, civic virtue, and high ethical standards. Each nominee shall demonstrate integrity, civic virtue, and high ethical standards and be willing to hold fellow commission members to the
- (3) Availability for constructive engagement. Each nominee shall commit to being a conscientious and attentive commission member, and
  - (4) Knowledge of best practices. Each nominee shall have an understanding of best practices in charter school educational governance or shall be willing to be trained in such.
- (e) Each nominee to the commission shall ideally meet the following recommended qualifications:
- (1) Experience governing complex organizations. Each nominee should possess experience with complex organizations, including but not limited to performance contract management, and a proven ability to function productively within them; and
- (2) Collaborative leadership ability. Each nominee should have substantial leadership experience that ideally illustrates the nominee's ability to function among diverse colleagues as an effective team member, with the ability to articulate, understand, and help shape consensus surrounding commission policies.
- (f) Five members of the commission shall constitute a quorum to conduct business and a concurrence of at least five members shall be necessary to make any action of the commission valid.
  - (g) Commission members shall serve not more than three consecutive three-year terms, with each term beginning on July 1; provided that the initial terms that commence after June 30, 2012, shall be staggered as follows:
    - (1) Three members, including the chairperson, to serve three-year terms;
      - (2) Three members to serve two-year terms; and
        - (3) Three members to serve one-year terms.
- (h) Notwithstanding the terms of the members, the board may fill vacanties in the commission at any time when a vacancy occurs due to resignation, non-participation, the request of a majority of the commission members, or termination by the board for cause.
  - (i) Commission members shall receive no compensation. When commission duties require that a commission member take leave of the member's duties as a state employee, the appropriate state department shall allow the commission member to be placed on administrative leave with pay and shall provide substitutes, when necessary, to fulfill that member's departmental duties. Members

shall be reimbursed for necessary travel expenses incurred in the conduct of official commission business.

- Commission members shall disclose to the commission a list of all charter schools in which the member is an employee, governing board member. vendor, contractor, agent, or representative. Any member having such a relationship to a charter school that comes before the commission shall be disqualified from voting on or participating in the discussion on that charter school.
- (k) The commission shall operate with dedicated resources and staff qualified to execute the day-to-day responsibilities of the commission pursuant to this chapter.
  - The commission shall have the power to hire staff without regard to chapters 76 and 89. [L 2012, c 130, pt of §2; am L 2013, c 159, §4]
- ister and implement this chapter, provided that the board shall maintain ex.l.-[§302D-3.5] Rules. Unless otherwise provided for in this chapter or sive rule-making authority over state educational policy. [L 2013, c 159, pt of §1] chapter 302A, the commission may adopt rules pursuant to chapter 91 to admi-

[§302D-4] Chartering authority application for eligible entities. (a) The commission created under section 302D-3 may authorize public charter schools anywhere in the State.

- Governing boards of accredited public and private postsecondary institutions, including community colleges, technical colleges, and four-year universities may apply to the board, pursuant to this section, for statewide, regional, or local chartering authority, in accordance with each institution's regular operating jurisdiction.
- A county or state agency may apply to the board, pursuant to this sec tion, for chartering authority.
- Governing boards of non-profit or charitable organizations, which are exempt from federal taxes under section 501(c)(3) or 501(c)(6) of the Internal Revenue Code, may apply to the board, and may be granted statewide chartering table organization which in their federal Internal Revenue Service Form 1023, authority. Nonpublic sectarian or religious organizations and any other chan-Part IV, describe activities indicating a religious purpose, are not eligible to apply to become an authorizer under this chapter, ਓ
- rules, whichever is later. By June 30 of each year, the board shall make available information and guidelines for all eligible entities concerning the opportunity (e) The board shall establish, through administrative rules, the annual application and approval process for all entities eligible to apply for chartering authority pursuant to this section; provided that the board shall not approve any application for chartering authority until July 1, 2014, or until the board adopts to apply for chartering authority under this chapter. The application process shall require each interested eligible entity to submit an application that clearly
  - explains or presents the following elements:
    (1) Written notification of intent to serve as an authorizer in accordance with this chapter;
- The applicant entity's strategic vision for chartering;
  A plan to support the vision presented, including explanation and evidence of the applicant entity's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing, in accordance with this chapter; ලල
  - A draft or preliminary outline of the request for proposals that the <u>4</u>

- applicant entity, if approved as an authorizer, would issue to solicit public charter school applicants;
- approved as an authorizer, would use to guide the establishment of a charter contract and for ongoing oversight and evaluation of public A draft of the performance framework that the applicant entity, if charter schools, consistent with the requirements of this chapter; 3
- A draft of the applicant entity's renewal, revocation, and nonrenewal processes, consistent with section 302D-18; 9
- authorizer in fulfillment of the expectations, spirit, and intent of this chapter, and that if approved as an authorizer, the entity will fully par-A statement of assurance that the applicant entity seeks to serve as an ticipate in any authorizer training provided or required by the State; 6
- A statement of assurance that the applicant will ensure public accountability and transparency in all matters concerning its charterauthorizing practices, decisions, and expenditures. **⊚**
- By June 30 of each year, the board shail decide whether to grant or deny chartering authority to each applicant. The board shall make its decisions on the merits of each applicant's proposal and plans.
  - (g) Within sixty days of the board's decision, the board shall execute a renewable authorizing contract with each entity it has approved for chartering authority. The initial term of each authorizing contract shall be six years. The authorizing contract shall specify each approved entity's agreement to serve as an authorizer in accordance with the expectations of this chapter, and shall specly additional performance terms based on the applicant's proposal and plan for chartering. No approved entity shall commence charter authorizing without an authorizing contract in effect.
- (h) This section shall not apply to the commission. [L 2012, c 130, pt of §2]

# §302D-5 Authorizer powers, duties, and liabilities. (a) Authorizers are responsible for executing the following essential powers and duties:

- Soliciting and evaluating charter applications;
- Approving quality charter applications that meet identified educational needs and promote a diversity of educational choices; 3
  - Declining to approve weak or inadequate charter applications;
  - Negotiating and executing sound charter contracts with each approved public charter school; **⊕** €
- Monitoring, in accordance with charter contract terms, the performance and legal compliance of public charter schools; and 9
- Determining whether each charter contract merits renewal, nonrenewal, or revocation. 9
- An authorizer shall:
- Act as the point of contact between the department and a public charter school it authorizes and be responsible for the administration of all applicable state and federal laws; æΞ
- Be responsible for and ensure the compliance of a public charter school it authorizes with all applicable state and federal laws, including reporting requirements; 3
  - Be responsible for the receipt of applicable federal funds from the department and the distribution of funds to the public charter school it authorizes; and  $\odot$ 
    - Be responsible for the receipt of per-pupil funding from the depart-€

ment of budget and finance and distribution of the funding to the public charter school it authorizes.

1 1 1

An authorizer may delegate its duties to officers, employees, and con-

tractors

- Regulation by authorizers shall be limited to the powers and duties set forth in this section, and shall be consistent with the spirit and intent of this chapter.
  - An authorizer, members of the board of an authorizer acting in their official capacity, and employees or agents of an authorizer are immune from civil and criminal liability with respect to all activities related to a public charter school authorized by that authorizer, except for any acts or omissions constituting wilful misconduct, (e)
    - An authorizer shall not provide technical support to a charter school it authorizes in cases where the technical support will directly and substantially or nonrenewal of the charter school. This subsection shall not apply to technical support that an authorizer is required to provide to a charter school pursuant to impact any authorizer decision related to the authorization, renewal, revocation, federal law. [L 2012, c 130, pt of §2; am L 2013, c 159, §5]

ers shall be required to follow nationally recognized principles and standards §302D-6 Principles and standards for charter authorizing. All authorizfor quality charter authorizing in all major areas of authorizing responsibility. including:

Organizational capacity and infrastructure;

Soliciting and evaluating charter applications;

Performance contracting;

Ongoing public charter school oversight and evaluation; and €

Charter and charter contract renewal decision-making. 3

ner consistent with nationally recognized principles and standards and with the spirit and intent of this chapter. Evidence of material or persistent failure to do Authorizers shall carry out all their duties under this chapter in a manso shall constitute grounds for losing charter authorizing powers [L 2012, c 130, pt of §2; am L 2013, c 159, §67 [§302D-7] Authorizer reporting. Every authorizer shall be required to submit to the board and the legislature an annual report summarizing:

The authorizer's strategic vision for chartering and progress toward achieving that vision; Ξ

ter schools overseen by the authorizer, according to the performance expectations for public charter schools set forth in this chapter; The academic and financial performance of all operating public char-3

The status of the authorizer's public charter school portfolio, identifying all public charter schools in each of the following categories: approved (but not yet open), not approved, operating, renewed, transferred, revoked, not renewed, voluntarily closed, or never opened; The authorizing functions provided by the authorizer to the public 3 <del>3</del>

charter schools under its purview, including the authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles; (2)

The services purchased from the authorizer by the public charter schools under its purview;

A line-item breakdown of the federal funds received by the depart-ક

ment and distributed by the authorizer to public charter schools under its control; and

Any concerns regarding equity and recommendations to improve ac-8

cess to and distribution of federal funds to public charter schools [L [§302D-8] Conflict of interests. No employee, trustee. agent. or representative of an authorizer may simultaneously serve as an employee, trustee, 2012, c 130, pt of §2]

agent, representative, vendor, or contractor of a public charter school autho-

rized by that authorizer. [L 2012, c 130, pt of §2]

mental or other entity, other than those expressly granted chartering authority s set forth in this chapter, may assume any charter authorizing function or duty [§302D-9] Exclusivity of authorizing functions and rights. No governn any form, unless expressly allowed by law. [L. 2012, c. 130, pt of §2]

No public charter school shall be required to purchase services from its authorizer as a condition of charter approval or renewal or of executing a charter [§302D-10] Services purchased from authorizer; itemized accounting. contract, nor may any such condition be implied.

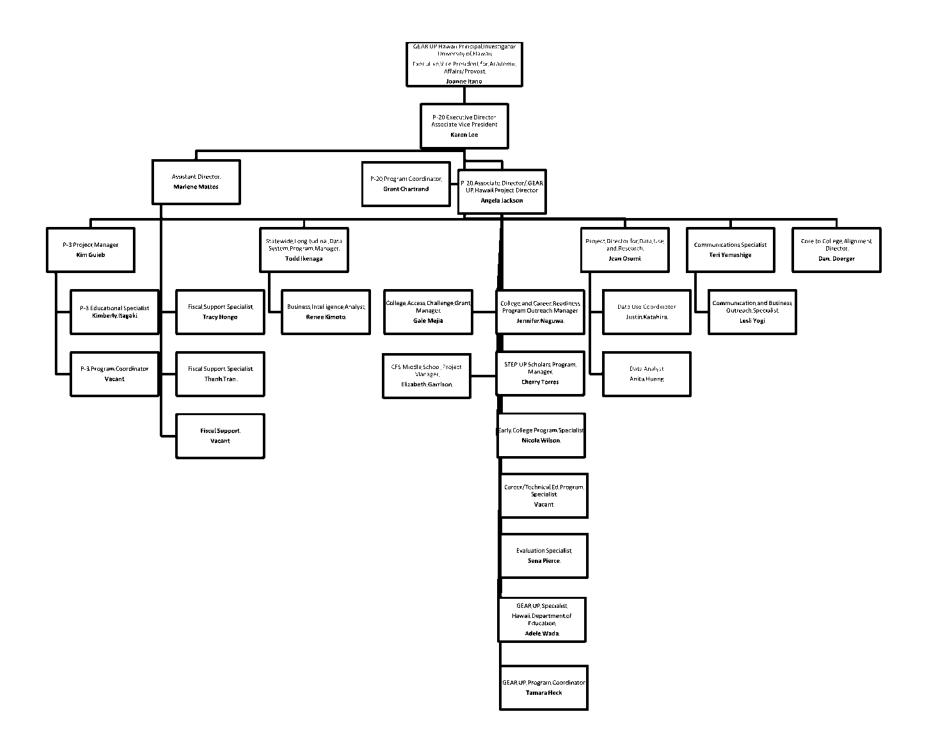
authorizer may not charge more than market rates for services provided to a public charter school. [L 2012, c 130, pt of  $\S 2$ ] shall execute an annual service contract, separate from the charter contract, statng the parties' mutual agreement concerning any services to be provided by the authorizer and any service fees to be charged to the public charter school. An vices from its authorizer. In such event, the public charter school and authorizer (b) A public charter school may, at its discretion, choose to purchase ser-

shall be responsible for overseeing the performance and effectiveness of all au-[§302D-11] Oversight of public charter school authorizers. (a) The board horizers established under this chapter.

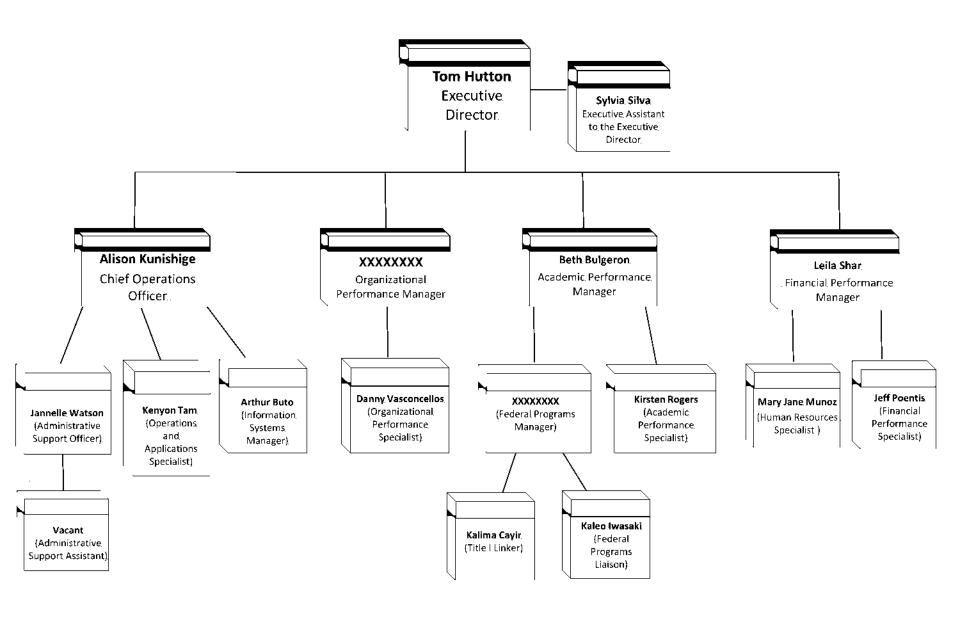
In accordance with section 302D-7, every authorizer shall submit to the board and the legislature an annual report. The board shall communicate to every authorizer the requirements for the format, content, and submission of the annual report.

authorizers the board shall apply nationally recognized principles and standards for quality charter authorizing. If at any time the board finds that an authothe authorizer shall have reasonable opportunity to respond to and remedy the Persistently unsatisfactory performance of an authorizer's portfolio of public charter schools, a pattern of well-founded complaints about the authorizer or its public charter schools, or other objective circumstances may trigger a special review by the board. In reviewing or evaluating the performance of rizer is not in compliance with an existing charter contract, its authorizing contract with the board, or the requirements of all authorizers under this chapter, the board shall notify the authorizer in writing of the identified problems, and problems.

stances, that it intends to revoke the authorizer's chartering authority unless the (d) If an authorizer persists, after due notice from the board, in violating a material provision of a charter contract or its authorizing contract with the authorizer demonstrates a timely and satisfactory remedy for the violation or board, or fails to remedy other identified authorizing problems, the board shall notify the authorizer, within a reasonable amount of time under the circumdeficiencies.



#### State Public Charter School Commission Staff Organizational Chart



#### ORGANIZATIONAL PERFORMANCE FRAMEWORK

The purpose of the Organizational Performance Framework is to communicate to the charter school and public the compliance-related standards which the charter school must meet. The Organizational Framework includes the standards that the charter school is already required to meet through state and federal law, rules or the charter contract.

For each measure a school receives one of three ratings.

#### Falls Far Below Standard:

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

#### 1. EDUCATION PROGRAM

Is the school implementing the material elements of its Educational Program as defined in the charter contract?

The school implemented the material elements of its Educational Program in all material respects, and, in operation, the education program reflects the essential terms as defined in the charter contract, or the school has obtained approval for a modification to the essential terms.

#### Is the school complying with applicable education requirements?

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements, including but not limited to:

- Academic standards, including Common Core.
- Graduation requirements.
- State assessment and student testing
- Implementation of mandated programming as a result of state or federal funding, including.
   Title I and Title II funding

# Is the school protecting the rights of students with disabilities?

Consistent with the school's status and responsibilities as a school within a single LEA under the State Department of Education, the school materially complies with applicable laws, rules, regulations and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendment Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- Equitable access and opportunity to enroll.
- Identification and referral
- Appropriate development and implementation of Individualized Education Plans (IEPs), and Section 504 plans
- Operational compliance including the academic program, assessments and all other aspects of the school's program and responsibilities
- Discipline, including due process protections, manifestation determinations and behavioral intervention plans.
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or Section 504 plans.
- Appropriate use of all available, applicable funding

# Is the school protecting the rights of English Language Learner (ELL) students?

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to ELL requirements (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S. Department of Education authorities), including but not limited to:

- Equitable access and opportunity to enroll.
- Required policies related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services.
- Ongoing monitoring of exited students.

#### 2. FINANCIAL MANAGEMENT AND OVERSIGHT

# Is the school meeting financial reporting and compliance requirements?

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, including but not limited to:

 Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer and any reporting requirements if the board contracts with an Education Service Provider (ESP)

- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- No charging of tuition
- Adequate management and financial controls
- All reporting requirements related to the use of public funds.

# Is the school following Generally Accepted Accounting Principles (GAAP)?

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:

- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

#### 3. GOVERNANCE AND REPORTING

# Is the school complying with governance requirements?

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to governance by its board, including but not limited to:

- Governing board composition and membership requirements pursuant to Ch. 302D, HRS.
- · Governing board policies
- Governing board reporting requirements.
- Procurement policies.
- State Ethics Code (Ch. 84, HRS), including conflict of interest policy

# Is the school holding management accountable?

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to oversight of school management, including but not limited to:

- (For Education Service Providers [ESPs]) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement and requiring annual financial reports of the ESP
- (For Others) oversight of management that includes holding it accountable for performance expectations that may or may not be agreed to under a written performance agreement

#### Is the school complying with data and reporting requirements?

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant reporting requirements to the State Public Charter School Commission,

State Department of Education as the State Education Agency (SEA) and sole Local Education Agency (LEA) and/or federal authorities, including but not limited to:

- Compliance with minimum educational data reporting standards established by the BOE
- Maintaining and reporting accurate enrollment and attendance data.
- Maintaining and reporting accurate personnel data.
- Annual reporting and immediate notice requirements
- Additional information requested by the State Public Charter School Commission.

#### 4. STUDENTS AND EMPLOYEES

# Is the school protecting the rights of all students?

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the rights of students, including but not limited to:

- Compliance with admissions, enrollment and dismissal requirements (including nondiscrimination and rights to enroll or maintain enrollment).
- The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)
- Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- Conduct of discipline (discipline hearings, suspension and expulsion).
- Treatment of students that qualify for services under the McKinney-Vento Act.

Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1c.

#### Is the school meeting teacher and other staff requirements?

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract, including the State licensing requirements and federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act, hiring of qualified non-instructional staff, criminal history background checks and teacher/principal evaluations.

## Is the school respecting employee rights?

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to employment considerations, including those relating to state employment law, the Family Medical Leave Act, the Americans with Disabilities Act and nondiscrimination. The school follows collective bargaining requirements.

#### 5. SCHOOL ENVIRONMENT

# Is the school complying with facilities and transportation requirements?

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the school facilities, grounds and transportation, including but not limited to:

- Compliance with building, zoning, fire health and safety codes
- Fire inspections and related records.
- Viable certificate of occupancy or other required building use authorization
- Compliance with DOE requirements for schools occupying DOE facilities.
- Student transportation.

## Is the school complying with health and safety requirements?

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to health and safety, including but not limited to:

- Health clearances and immunizations
- Prohibiting smoking on campus.
- Appropriate student health services.
- Safety plan.

# Is the school handling information appropriately?

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the handling of information, including but not limited to:

- Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- Complying with the Uniform Information Practices Act and other applicable authorities.
- Transferring of student records.
- Proper and secure maintenance of testing materials.

#### 6. ADDITIONAL OBLIGATIONS

# Is the school complying with all other obligations?

The school materially complies with all other legal, statutory, regulatory or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:

- Revisions to state charter law...
- Consent decrees
- Intervention requirements by the Commission
- Requirements by other entities to which the charter school is accountable (e.g., Hawaii Department of Education).

# Budget Narrative File(s)

ı	1	
	Delete Mandatory. Budget Narrative	View Mandatory Budget Narrative

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#### BUDGET INSTRUCTIONS

States' budget tables and narratives should address the specific elements of selection criterion, including by describing how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State's plan and do so in a manner that

- (1) Is adequate to support the activities described in the State's plan;
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State's plan and the number and percent of children to be served; and
- (3) Details the amount of funds budgeted for Subgrantees or other partners, and the specific activities to be implemented with these funds consistent with the State's plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State's plan.

The budget narratives should be of sufficient scope and detail for the Departments to determine if the costs are necessary, reasonable, and allowable. We expect the State to provide a budget by category for each Subgrantee that rolls up into the total statewide budget. We further expect these budgets to reflect the work associated with fully implementing the State's plan described under the selection criteria and Competitive Preference Priorities and describe each Subgrantees budgetary role in carrying out the State's plan.

For purposes of the budget, we expect that the State will link its proposed plan to "projects" that the State believes are necessary in order to implement its plans. The State might choose to design some projects that address only one criterion's plan, while other projects might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on one or more criteria. Some projects may be done entirely by the Lead Agency, or by one Subgrantee, while others may be done by multiple Subgrantees in collaboration with one another.

The following information must be included in the State's budget:

- I. <u>Budget Summaries</u>: In this section, the State provides overall budget summary information by budget category, Subgrantee, and project.
  - a. <u>Budget Summary by Budget Category</u>. This is the cover sheet for the budget. (See Budget Table I.) States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget.
- II. <u>Budget Narrative</u>: In this section, describe the overall structure of the State's budget for implementing the State's plan, including
  - a. For each project:
    - The designation of the selection criterion or competitive preference priority the project addresses;
    - An explanation of how the project will be organized and managed in order to ensure the implementation of the State's plans described in the selection criteria or competitive preference priorities; and

Any information pertinent to understanding the proposed budget for each project.

#### BUDGET PART I -TABLE

Budget Table I: Budget Summary by Budget Category (Evidence for selection criterion (G))						
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)	
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Training Stipends						
8. Other						
9. Total Direct Costs (add lines 1-8).						
10. Indirect Costs*						
11. Funds to be distributed to Subgrantees.						
12. Funds set aside for participation in grantee technical assistance						
13. Total Grant Funds Requested (add lines 9-12).						
14. Funds from other sources used to support the State Plan						
15. <b>Total Statewide Budget</b> (add lines 13-14).						

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

<u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract.

<u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11...

Line 11: Show the amount of funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the Subgrantees will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool

Development Grants technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

 $\underline{\text{Line }13:}$  This is the total funding requested under this grant.

<u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

#### b. BUDGET PART II - NARRATIVE

# Suggested Guidelines for the Budget Narrative

In accordance with 34 CFR 75.232, Department of Education staff perform a cost analysis of the each recommended project to ensure that costs relate to the activities and objectives of the project, are reasonable, allowable and allocable. We may delete or reduce costs from the budget during this review.

To facilitate the review of your Budget Narrative, we encourage each applicant to include the following information for each year of the project:

## 1) Personnel

## Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

# Explain:

• The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

#### 2) Fringe Benefits

# Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

#### 3) Travel

#### Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

# Explain:

 The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

# 4) Equipment

#### Provide:

- The type of equipment to be purchased.
- The estimated unit cost for each item to be purchased.
- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

# Explain:

• The justification of the need for the items of equipment to be purchased.

# 5) Supplies.

## Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (e.g., instructional materials, office supplies).
- The basis for cost estimates or computations.

# 6). Contractual

#### Provide:

- The products to be acquired and/or the professional services to be provided...
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

# Explain:

• The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

# 7) Training Stipends

# Provide:

- Descriptions of training stipends to be provided, consistent with the "note" above.
- The cost estimates and basis for these estimates.

#### Explain:

• The purpose of the training.

#### Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

#### 8) Other.

#### Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

# Explain:

• The purpose of the expenditures.

# 9) Total Direct Costs

#### Provide:

The sum of expenditures, across all budget categories in lines 1-8, for each year
of the budget.

# 10) Indirect Costs

#### Provide:

• Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

# 11) Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

#### Provide:

- The specific activities to be done by Subgrantees, if appropriate.
- The estimated cost of each activity if appropriate.
- The approximate number of Subgrantees or other partners involved in each activity if appropriate.
- The total cost of each activity if appropriate.
- Any additional basis for cost estimates or computations.

# 12) Funds set aside for participation in grantee technical assistance

#### Provide:

• The amount per year set aside for technical assistance.

Note: The State must participate in grantee technical assistance activities facilitated by ED or HHS, individually or in collaboration with other State grantees, to share effective program practices and solutions and collaboratively solve problems, and must set aside a minimum of \$25,000 annually from its grant funds for this purpose.

# 13) Total Funds Requested

#### Provide:

• The sum of expenditures in lines 9-12, for each year of the budget.

# 14) Other Funds Allocated to the State's plan

## Provide:

• A description of the sources of other funds, such as Federal, State, local and private funds the State is using to support the projects in the State's plan.

• Any financial contributions being made by private entities such as foundations.

# Explain:

• Each funding source, the activities being funded and their relation to the State's plan or specific project, and any requirements placed on the use of funds or timing of the activity.

# 15) Total Budget

# Provide:

• The sum of expenditures in lines 13 and 14, for each year of the budget.

#### BUDGET PART II -NARRATIVE

The State of Hawaii is requesting \$14,881,368 in Preschool Development Grant funds over four years for this project. The total project cost is (b)(4) with (b)(4) coming from

existing State funds and private foundations. The budget for the Charter School Preschool Program was designed to execute the high-quality plans described throughout this application and to support the structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including high staff qualifications, high-quality professional development for all staff, a child-to-instructional staff ratio of no more than 10 to 1, a class size of no more than 20 with, at a minimum, a full-day program, and inclusion of children

with disabilities to ensure access to and full participation in learning all opportunities.

The Hawaii State Charter School Commission (Commission) will be the lead agency and contact for the State and will serve as the fiscal agent for all funding related to early learning and development awarded through the Preschool Development Grant. The Commission is designated by Governor Neil Abercrombie as the administrator of the Preschool Development Grant funds and will participate in Hawaii's ambitious and achievable plan outlined in this proposal. The funds will be distributed through Memoranda of Understanding (MOU) to the subgrantees. There are 19 subgrantees: 18 charter schools and the University of Hawaii (UH). The 18 charter schools will each establish an MOU with the Commission. Within 180 days of receipt of the award notice, the Commission will submit to the U.S Department of Education (USDOE) and U.S. Department of Health and Human Services (USDHHS) a signed MOU between the Hawaii's lead agency, the Commission, and each of the 19 subgrantees.

# Subgrantees: Charter Schools and the University of Hawaii

A brief description of each of these state entities and their budgetary and project responsibilities are listed below.

# Public Charter Schools (18)

Hawaii has 34 public charter schools serving approximately 11,000 students across all of the Hawaiian Islands. Hawaii charter schools are publicly funded schools that are operated and

managed by independent governing boards. Student slots are offered on a first come-first served basis or, in the case of more applicants than available spaces, through a lottery selection process. Charter schools were designed to offer more flexibility and autonomy than regular public schools in order to launch and/or develop innovative programs that can ultimately serve the public system as a whole. Charter schools are considered public schools and are subject to state and federal performance standards.

The 18 charter schools were selected based on several criteria, including Principal interest, appropriateness of the facility, community need, and several other factors outlined in the application. Each of these 18 charter schools will be responsible for implementing a high-quality preschool program. Each charter school shall be required to do the following:

- Enroll children into the program (verifying family income for all children enrolled at or below 200% below the federal poverty level (FPL) and maintaining the income verification is a secure location).
- Enroll, at minimum, two children who have been identified with disabilities and ensure access to and full participation in all learning opportunities.
- Maintain a maximum enrollment of 20 students per preschool class.
- Hire a teacher and an educational assistant who are highly qualified as described in this
  proposal prior to the start date of the preschool classroom start date.
- Support teachers in attending 10 professional development days.
- Operate the preschool classrooms for a full-day and academic year schedule, aligning with the full-day kindergarten classroom hours and schedule.
- Select and support a family engagement approach that promotes families' access to services
  to support their children's learning and development and aligns with the *Hawaii Family*.

  Partnership Guidelines.
- Identify and use a family satisfaction survey annually and share with the University of Hawaii's Hawaii P-20 Partnerships for Education (Hawaii P-20).
- Select and purchase a developmentally appropriate, culturally and linguistically responsive
  instruction and evidence-based curricula that is aligned with the *Hawaii Early Learning and*Development Standards (HELDS)...

- Purchase developmentally and culturally appropriate materials and learning environments
  that are aligned with HELDS to be used to create an engaging learning environment within
  the preschool classroom that progresses learning...
- Make individualized accommodations and supports so that all children can access and participate fully in learning activities in the preschool classroom.
- Implement the *Early Childhood Health*. & *Wellness Guidelines* (ECHWG) to evaluate health and safety.
- Use the results of annual observation of the environment with the Early Childhood.
   Environment Rating Scale, Revised (ECERS-R), develop a corrective action plan if the overall score is below 3.5 or provide a status update, and share the plan or status update with the Commission.
- Identify a team of four people that includes the charter school Principal, charter school Board Member, an early childhood provider from the charter school's community, and a health provider from the charter school's community who will attend the fall 2015 Learning Lab.
- Form a P-3 Learning Lab School team and develop deliverables outlined in the proposal

The following is the amount transferred by year to the charter schools by year.

	Year 1	Year 2	Year 3.	Year 4	TOTAL
TOTAL	(b)(4)				·
Classroom					
Operations					
Materials					
Travel					

#### The University of Hawaii

The Hawaii P-20 Partnerships for Education (Hawaii P-20) began in 2002 and is an administrative unit in the UH System. The mission of this partnership of educational institutions and organizations is to strengthen the educational pipeline so that all students achieve career and college success. Within Hawaii P-20 are two units that will be involved in the success of this grant. First, the Hawaii P-3 Initiative is an integral component of this larger systems change

endeavor, promoting the development of a cohesive continuum of early learning experiences from early learning and development programs through grade three. Second, the Hawaii Data eXchange Partnership (DXP), formerly called the Hawaii P-20W Statewide Longitudinal Data System or Hawai'i P20W SLDS, is a statewide, cross-agency, longitudinal data system that links information from infancy through early learning, kindergarten to grade 12 (K-12) and postsecondary education, and into the workforce. Hawaii DXP will help guide decisions and policies to improve learner and workforce outcomes for the benefit of our community.

Hawaii P-20 shall be responsible for the following:

- Hire the appropriate staff:
  - Analyst/Report Developer Hawaii Data eXchange Partnership Specialist ((b) FTE in Years 1 and 2, FTE in Years 3 and 4).
  - Charter School Coach ((b) FTE in Years 1 and 2 (b) FTE in Years 3 and 4)
  - Charter School Professional Development & Quality Assessment Specialist (b) FTE
     in Years 1, 2, 3, and 4).
- Support children's development by making at least 10 training opportunities or workshops available for each of the charter school preschool teachers on the following topics:
  - o. Hawaii Early Learning and Development Standards (HELDS).
  - o Family Partnership Guidelines (FPG).
  - Working with Children with Disabilities.
  - Teaching Strategies GOLD (TS GOLD) (formative assessment).
  - Early Childhood Health and Wellness Guidelines (ECHWG).
  - Ages and Stages Questionnaire 3 (ASQ-3) (developmental screening).
  - Classroom Assessment Scores System (CLASS) (child-teacher interaction observation)
- Conducting a two-day training for all of the kindergarten teachers in the charter schools with preschool classrooms on TS GOLD
- Conduct and/or coordinate child-teacher interaction program observations using CLASS by locally trained reliable assessors twice a year, the results of which will be used to support targeted coaching

- Conduct an annual observation of the environment using ECERS-R, the results of which will be given to the charter school Principal
- Establish a statewide formal early childhood data governance structure and membership
- Produce three Memoranda of Understanding (MOU) with State Departments/agencies to share data with the Hawaii Data eXchange Partnership (DXP)
- Conduct Data Mapping across data sharing partners
- Draft two cross-sector reports that lay out longitudinal performance outcomes of eligible students (e.g., students with disabilities, English Language Learners, homeless, Part C to Part B transition, etc.)
- Produce a minimum of two reports, one that focuses on the transition of eligible students
  from one sector to the next (e.g., from early childhood program/education setting to the
  public kindergarten to grade 12 sector), and an early childhood educators workforce report
  (e.g., academic credential and workforce information such as employment in early childhood,
  median wage, etc.)

The following is the amount transferred by year to University of Hawaii, Hawaii P-20:

Year 1	Year 2	Year 3	Year 4	TOTAL
(b)(4)	-	+		

# II.Projects that will Result in Full Implementation

To fully achieve the implementation of the high-quality preschool programs defined throughout this application, Hawaii has designed a plan comprised of six projects that encompasses implementing research-based, high-quality activities:

- Project 1 High-Quality Preschool Classrooms
- Project 2 Teacher Training & Technical Assistance Opportunities
- Project 3 Individual Teacher Coaching
- Project 4 Quality Monitoring System
- Project 5 Early Childhood Data Governance.
- Project 6 P-3 Learning Lab

Budget Summary for Preschool Development funds by Project

	Year 1	Year 2	Year 3	Year 4	TOTAL
Project 1 – High-	(b)(4)		ı		<b>'</b>
Quality Preschool					
Classrooms					
Project 2 – Teacher	_				
Training &					
Technical					
Assistance.					
Opportunities.					
Project 3 –					
Individual Teacher					
Coaching					
Project 4. – Quality.	1				
Monitoring System					
Project 5 – Early					
Childhood Data					
Governance					
Project 6 – P-3					
Learning Lab					

**Project 1 – High-Quality Preschool Classrooms (TOTAL COST:** (b)(4) over four years)

Selection criterion or competitive preference priority the project addresses:

Absolute Priority 1: 1; 2;

Competitive Preference Priority 3

<u>Selection Criteria</u>: C. (1) (i); C. (1) (j); C. (2) (c); D. (1) (a); D. (2); D. (3); D. (4) (a); D. (4) (b) (i); E. (2); E. (7); E. (8); E. (9); E. (10) (a); G (1); G (2)

Organization and management of the project:

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Eighteen charter schools that were selected by the State with input gathered from the charter school communities located throughout the state, including neighbor islands, that have limited or no access to publically funded preschool or Head Start programs and will operate the grantfunded preschool classrooms.

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The Commission will transfer funds to these 18 charter schools through an MOU process over four years. These funds will be used to create 18 voluntary, high-quality preschool classrooms. 65% of the Preschool Development Grant budget will be used for classroom operations; the other funds will be used to help create an infrastructure to support quality efforts.

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During 2015-16 school year, four new high-quality preschool classrooms will open. In the following 2016-17 school year, two additional ones will open, for a total of six classrooms. During the 2017-18 school year, 12 additional classrooms will open, for a total of 18. The 18 classrooms will continue to operate during the 2018-19 school year, the final year of the grant.

The following table illustrates the charter school preschool classroom start dates.

Charter Schools that will be Operating Preschools Funded by the Preschool Development Grant by School Year

2015-16	2016-17	2017-18	2018-19
School Year	School Year	School Year	School Year
1. Na Wai Ola	1. Na Wai Ola	1. Na Wai Ola	1. Na Wai Ola
2. Laupahoehoe	2. Laupahoehoe	2. Laupahoehoe	2. Laupahoehoe
3. Kua o ka La	3. Kua o ka La	3. Kua o ka La	3. Kua o ka La
4. Kona Pacific	4. Kona Pacific	4. Kona Pacific	4. Kona Pacific
	5. Volcano	5. Volcano	5. Volcano
	6. Ka Umeke	6. Ka Umeke	6. Ka Umeke
		7. Connections	7. Connections
		8. HAAS	8. HAAS
		9. Ke Kula Niihau	9. Ke Kula Niihau
		10. Nawahi	10. Nawahi
		11. Innovations	11. Innovations
		12. KANU	12. KANU.
		13. Kanuikapono.	13. Kanuikapono
		14. Malama Honua	14. Malama Honua
		15. Kamakau	15. Kamakau
		16. Kamaile	16. Kamaile
		17. Kihei	17. Kihei
		18. Kualapuu	18. Kualapuu

The charter schools shall be responsible for:

- Establishing a system and income verification process to enroll children whose family meet the income guidelines (families with incomes at or below 200% of the FPL).
- Enrolling children in the charter school classroom (no more than 20 per class).
- Ensuring that the eligible preschool children who may be in need of additional supports are provided the services.
- Establishing a family engagement strategy for the preschool children on their campuses.
- Hiring qualified teachers and education assistants.
- Purchasing equipment and material with ample time to arrive before the first day of the charter school preschool program.
- Purchasing supplies and other materials necessary for implementing a high-quality program.
- Supporting teachers in attending professional development opportunities.
- Identifying a team to participate in the *P-3 Learning Lab Conference* in the fall of 2015.

- Forming a P-3 Learning Lab School Team.
- Creating a Corrective Action Plan, if necessary, based on monitoring assessment data.

# Project 2 – Teacher Training & Technical Assistance Opportunities (TOTAL COST: over four years)

The selection criterion or competitive preference priority the project addresses:

Absolute Priority 1: (3)

Competitive Preference Priority 1

Selection Criteria: C. (1) (a); C. (1) (b); C. (1) (c); C. (1) (h); C. 3; C. (2) (c)

Organization and management of the project:

Hawaii P-20 through its P-3 Initiative (Hawaii P-3) will be responsible for providing professional development opportunities for the charter school preschool staff and kindergarten teachers. Hawaii P-20 will hire a P-3 Charter School Specialist (1.0 FTE for all four years: 50% of time on this project). The P-3 Charter School Specialist for this project shall:

- Develop training modules or collect and organize the ones already developed with community input for trainings on HELDS, FPG, Working with Children with Disabilities, TS GOLD (formative assessment and kindergarten entry assessment), ECHWG, ASQ-3 (developmental screening), and CLASS (child-teacher interaction observation).
- Coordinate with the charter school Principals on identifying 10 different workshops that are locally offered to each charter school
- Invite community preschool staff and other charter school teachers to the workshops
- Offer follow-up technical assistance after the trainings

Hawaii P-20 will sub-contract through a competitive bidding process, a consultant to develop a training module for the *Family Partnership Guidelines* (FPG). The creation of the modules for the FPG shall possibly include the creation of video vignettes to support their implementation.

Hawaii P-20 will also contract out with Hawaiian language specialists annually at (b)(4) per year. Training supplies cost an estimate \$10,000 per year. This includes: ASQ-3 manuals (\$275 per class), CLASS guide (b)(4) per teacher), ECERS-R materials (b)(4) per teacher), FPG guides (b)(4), and HELDS materials (b)(4). Current Hawaii P-3 staff (b) FTE) will also provide support as needed. In addition, Hawaii P-20 matching funds will support the efforts related to TS GOLD as an individual kindergarten entry assessment for the charter schools.

**Project 3 – Individual Teacher Coaching (TOTAL COST:** (b)(4) over four years).

The selection criterion or competitive preference priority the project addresses:

Absolute Priority 1: (3).

Competitive Preference Priority 1.

Selection Criteria: C. (1) (f)

Organization and management of the project:

Hawaii P-20, through Hawaii P-3, shall be responsible for providing individual coaching support to each of the charter school preschool teachers and educational assistants. Hawaii P-20 will hire (b)(P-3 Charter School Coaches (b) FTE for all four years, b) FTE for Years 3 and 4). (b) % of the P-3 Charter School Coaches time shall be spent on this project. The P-3 Charter School Coaches shall:

- Meet with each of the charter school preschool teachers and educational assistants twice a
  month and offer follow-up phone calls and video conferencing.
- Incorporate data gained from CLASS, ECERS-R, TS GOLD assessments into the classroom coaching sessions.
- Implement a research-based mentoring system that includes planning, reflection, and the engagement in positive problem-solving conversations which is individualized to every teacher and educational assistant to address their individual strengths, needs and interests.

Hawaii P-20 will support the training of the P-3 Charter School Coaches with P-3 matching funds. Current Hawaii P-3 staff (2.0 FTE) will also provide support as needed.

**Project 4 – Quality Monitoring System (TOTAL COST:** (b)(4) over four years)

The selection criterion or competitive preference priority the project addresses:

Absolute Priority 1: (3)

Competitive Preference Priority 1

<u>Selection Criteria</u>: C. (2) (a); C. (2) (c); E. 4; E. 9

Organization and management of the project:

Hawaii P-20, through its P-3 Initiative, will be responsible for implementing a system for monitoring and supporting continuous improvement for each of the charter schools that operate a preschool program to ensure that each school is operating a high-quality preschool program. Hawaii P-20 will hire a P-3 Charter School Specialist (1.0 FTE for all four years: 30% of time on Project Four). The P-3 Charter School Specialist shall:

- Ensure each charter school preschool classroom is observed using CLASS twice a year and ECERS-R annually by a reliable observer.
- Review each charter school's family engagement survey results annually.
- Develop assessment reports and sharing with the charter schools and Commission.
- Ensure the deliverables outlined in this grant related to monitoring are completed.

Hawaii P-20 will sub-contract assessors who will assist in CLASS and ECERS-R assessments. Current Hawaii P-3 staff (2.0 FTE) will provide support as they are trained in CLASS, ECERS-R, and TS GOLD. In addition, Hawaii P-20 matching funds will be used to support the training of the P-3 Charter School Specialist to reliability on the necessary tools.

**Project 5 – Early Childhood Data Governance (TOTAL COST:** (b)(4) over four years)

The selection criterion or competitive preference priority the project addresses:

Absolute Priority 1: (3)

Competitive Preference Priority 1

<u>Selection Criteria</u>: C. (1) (g); C. (2) (b); E. (5)

Organization and management of the project:

Hawaii P-20 will be responsible for implementing each activity through the Hawaii Data eXchange Partnership (DXP). Hawaii P-20 will sub-contract with a consultant/specialist who is a national expert consultant with the functional expertise in data governance, early childhood, and data mapping. Hawaii P-20 will manage consultant deliverables and coordinate consultant activities.

Hawaii P-20 will also hire the appropriate staff  $\binom{(b)}{(4)}$  FTE in years 1 and 2; [FTE in Years 3 and 4)

Current DXP staff (b) FTE) will provide support, as needed, on analysis, technical expertise, and data collection and management.

**Project 6 – P-3 Learning Lab (TOTAL COST:** (b)(4) over four years)

The selection criterion or competitive preference priority the project addresses:

Absolute Priority 1: (3)

Competitive Preference Priority 1

Competitive Preference Priority 2

Selection Criteria: E. (5); E. (10) (a); E. (10) (b); F. (1); F. (2); G (3)

Organization and management of the project:

Hawaii P-20, through its P-3 Initiative, will be responsible for coordinating each of the activities associated with the P-3 Learning Labs. Hawaii P-20 will also hire a P-3 Charter School Specialist ((b)) FTE for all four years: (b) % of time on this project). The P-3 Charter School Specialist for this project shall:

- Provide the logistics for the Fall 2015 *P-3 Learning Lab Conference*.
- Support the formation and convening of the P-3 Learning Lab Advisory Group.
- Support the formation and convening of the P-3 Learning Lab Leadership Team.
- Ensuring that all of the deliverables identified in this proposal are met.

Hawaii P-20 will sub-contract with a consultant/specialist who is a national expert with the functional expertise in P-3 leadership and system building. Current Hawaii P-3 staff (b) FTE) will provide support, as needed, through knowledge of previous Hawaii P-3 efforts and current early childhood system.

Each of the 15 charter schools not located on Oahu will have funds to pay for travel to attend professional development meetings, the *P-3 Learning Lab Conference*, and quarterly leadership meetings. Each school has a budget that has been calculated based on geographic location. All of the larger meetings and *P-3 Learning Lab Conference* will be held in Honolulu on the island of Oahu.

# **Budget Justification:**

1) **Personnel.** One position within the Commission will be created and staffed full-time for the duration of the Preschool Development Grant: Hawaii State Charter School Commission Preschool Grant Manager (HSCSC Preschool Grant Manager). This position will be supervised by the Academic Performance Manager. (See Appendix 15, Charter Org Chart, p. 123; Attachment "HSCSC Job").

The HSCSC Preschool Grant Manager will be paid an annual salary of (b)(4) per year...

(b) % of the position will be dedicated to being the lead contact between the grantor and the agency. The HSCSC Preschool Grant Manager shall:

- Monitor program budgets and expenditure in compliance with grant requirements.
- Coordinate with all parties involved in implementing this grant to ensure a cohesive message and open communication between the agency and sub-grantees.
- Maintain records of all payments and MOUs, and prepare quarterly records for all grant related activities.
- Administer grant records, evaluate financial reports to analyze all annual progress, and perform review on grant expenditure from sub-grantees.

Gather information and generate proper reports, including narrative progress reports
and expenditure reports, within appropriate deadlines identified by stakeholders (i.e.,
staff, Board Members, and grantor).

This salary was set at this amount based on similar positions within the organization, and the skills and experiences necessary to perform the job as a grant manager with multiple MOUs.

# 2) Fringe Benefits

The fringe percentage for the Commission Staff has been set at (4) %. The calculation for each year is (4) each year, for the four years.

# 3) Travel

Each year, two Commission representatives, a staff member and a Commissioner, will visit the schools that are operating preschool classrooms funded through the Preschool Development Grant. The purpose of these trips are for the Commission representatives to speak personally with the Principals of the charter schools, observe the classrooms in action, and meet with any family members. In addition, the Commission representatives might attend a special P-3 Learning Lab School Team meeting. These visits are especially important for ensuring sustainability of the preschool classroom funding. The representatives will be able to articulate the program in operation to State Legislators, private foundations, and other potential funders, having had a first-hand experience in the preschool classrooms and ongoing communication with the school Principals.

Hawaii State includes six major islands: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii. The Commission office is located on the main island of Oahu. However, 15 out of the 18 charter schools that will be operating preschool classrooms funded by the Preschool Development Grant are located on the outer, neighbor islands.

The following table illustrates the location by Hawaii Island of each of the 18 charter schools over the course of four years of the Preschool Development Grant.

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	Year 1	Year 2	Year 3	Year 4
Hawaii Island	4	6	11	11
Maui			1.	1
Molokai			1	1
Kauai			2	2
Oahu			3	3

The average cost to travel to the neighbor islands, including airfare  $\binom{(b)}{A}$  round trip), airport parking  $\binom{(b)}{A}$  per day), and mileage and car rental  $\binom{(b)}{A}$  to the schools is  $\binom{(b)}{A}$  per trip. However, if two people are traveling, the cost for the car rental is reduced to half. Therefore, the cost for two people to travel is  $\binom{(b)}{A}$  per person. Based on the number of charter schools operating preschool classrooms on neighbor islands (not on Oahu where the Commission is housed), the amount needed for the Commission to make site visits is the following:

Year 1:	4 trips X 2 people @ (b)(	er trip =	(b)(4)
Year 2:	6 trips X 2 people @.	er trip = .	
Year 3:	15 trips X 2 people @	per trip =	
Year 4:	15 trips X 2 people @	per trip =	

# 4) Equipment

Equipment will be purchased only in Year One of the Preschool Development Grant. This will involve the purchasing of a computer and work station for the HSCSC Preschool Grant Manager. The estimated cost for the computer is (b)(4) and the work station is (b)(4). The definition of equipment by the Commission is durable property with costs greater or equal to (b)(4). No other equipment will be purchased for the State.

# 5). Supplies

The annual budget for office supplies to be used by the Commission related to the Preschool Development Grant is (b) per month for 12 months, which equals (b)(4) per year for four years of the grant, for a total of (b)(4)

#### 6) Contractual

Funds obtained from the Preschool Development Grant will not be used by the Commission for contractual purposes.

# 7) Training Stipends

Funds obtained from the Preschool Development Grant will not be used for training stipends.

# 8) Other

The postage budget for the duration of the Preschool Development Grant is (b) a month. The annual budget for postage is (b) per month for 12 months, which equals (b)(4) per year for each of the four years of the grant.

#### 9) Total Direct Costs

The total direct costs for the Commission over the four year Preschool Development Grant is (b)(4)

(b)(4)

For Year 1 total direct costs are:

For Year 2 total direct costs are:

For Year 3 total direct costs are:

For Year 4 total direct costs are:

# 10) Indirect Costs

Funds obtained from the Preschool Development grant will not be used for indirect costs.

11) Funds to be distributed to subgrantees through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

There are six separate projects that will be funded through the Preschool Development Grant. These projects will be implemented by the following 19 sub grantees, which are public entities, and therefore, considered part of the State. Funds will be transferred through an MOU process.

Subgrantee	Year 1	Year 2	Year 3	Year 4	TOTAL
Na Wai Ola	\$310,821.00	\$231,011.00	\$231,011.00	S231,011.00	\$1,003,854.00
Laupahochoc	\$310,821.00	\$231,011.00	\$231,011.00	S231,011.00	\$1,003,854.00
Kua o ka La	\$310,821.00	\$231,011.00	\$231,011.00	S231,011.00	\$1,003,854.00
Kona Pacific	\$310,821.00	\$231,011.00	\$231,011.00	S231,011.00	\$1,003,854.00
Volcano	\$5,880.00	\$307,661.00	\$231,011.00	\$231,011.00	\$775,563.00
Ka Umeke	\$5,880.00	\$307,661.00	\$231,011.00	\$231,011.00	\$775,563.00
Connections	\$5,880.00	\$2,720.00	\$307,661.00	\$231,011.00	\$547,272.00
HAAS	\$5,880.00	\$2,720.00	\$307,661.00	\$231,011.00	\$547,272.00
Ke Kula	\$5,880.00	\$2,720.00	\$307,661.00	\$231,011.00	\$547,272.00
Niihau					
Nawahi	\$5,880.00	\$2,720.00	\$307,661.00	\$231,011.00	\$547,272.00
Innovations	\$5,880.00	\$2,720.00	\$307,661.00	\$231,011.00	\$547,272.00
KANU	\$5,880.00	\$2,720.00	\$307,661.00	S231,011.00	\$547,272.00
Kanuikapono	\$5,880.00	\$2,720.00	\$307,661.00	\$231,011.00	\$547,272.00
Malama Honua			\$304,941.00	S228,291.00	\$533,232.00
Kamakau			\$304,941.00	S228,291.00	\$533,232.00
Kamaile			\$304,941.00	S228,291.00	\$533,232.00
Kihei	\$5,880.00	\$2,720.00	\$307,661.00	\$231,011.00	\$547,272.00
Kualapuu	\$5,880.00	\$2,720.00	\$307,661.00	\$231,011.00	\$547,272.00
Hawaii P-20	\$637,524.00	\$520,204.00	\$540,140.00	\$573,180.00	\$2,271,048.00
TOTAL	\$1,945,488.00	\$2,084,050.00	\$5,609,978.00	\$4,723,218.00	\$14,362,734.00

Each of the 18 charter schools will have the programmatic responsibility of implementing a high-quality preschool program.

Project 1: High Quality Preschool Classrooms. (TOTAL COST: \$11,881,086 over four years) Classrooms will be funded through an MOU process with the Commission to support their classrooms operations. The funding amounts vary by charter schools due to the varying initial implementation dates of the classrooms. The funds are divided into two categories: Classroom Operations (TOTAL COST: \$10,501,386 over four years) which amounts to 71% of the Preschool Development Grant funds and Classroom Infrastructure: Start-up (TOTAL COST: \$1,379,700 over four years) such as classroom furniture, equipment. The infrastructure category is not included in the Classroom Operations calculations.

The annual breakdown for the Classroom Operations is the following:

Classroom Operations (annual)		
Preschool Teacher	S	58,000
Preschool Teacher benefits (42.54%)	S	24,673
Preschool Teacher sick days (\$150/day X 5 days)	S	750
Preschool Teacher PD days (\$150/day X 10 days)	S	1,500
Preschool EA	S	31,000
Preschool EA benefits (42.54%)	\$	13,187
Preschool EA PD days (\$150/day X 10 days)	\$	1,500
Family Engagement support	S	50,000
PT Comp Services PPT Paraprofessional Tutor	\$	8,200
Student Meals (\$7/day X 180 days X 20 students)	\$	25,200
Curriculum	S	6,000
Formative Assessment Subscription (\$14/student X 20		
students)	S	280
Supplies (\$400/student X 20 students)	S	8,000
TOTAL	\$	228,291

The one-time Classroom Infrastructure: start-up cost per classroom is \$76,650 per classroom. The following table breaks down the budget by line item.

# Classroom Infrastructure: Start-up

	Per class	Per unit		T	OTAL.
Appropriate height tables	8	\$	300	\$	2,400
Appropriate height chairs	25	\$	50	\$	1,250
Desk – Instructor	1	\$	450	\$	450
Chair – Instructor	1	\$	150	\$	150
Shelves, furniture for centers	5	\$	2,500	\$	12,500
Individual Student workstation/desk	5	\$	300	\$	1,500
File Cabinets and storage	1	\$	500	\$	500
Portable Screen/interactive white board	1	\$	1,500	\$	1,500
Projector	1	\$	2,000	\$	2,000
TV/VCR/DVD	1	\$	400	\$	400
Area carpets and matts	4	\$	1,000	\$	4,000
Outside playground equipment (bikes,					
helmets, sand/water table, etc.)	1	\$	20,000	\$	20,000
Curriculum Materials	1	\$	7,500	\$	7,500
Teaching Supplies (manipulatives for					
language arts/math)	1	\$	8,500	\$	8,500
Reading Center Books (literacy)	1	\$	4,000	\$	4,000
Computers (teacher, students, PPT, PTT)	8	\$	1,000	\$	8,000
Printers (teacher, students, PTT, PPT)	4	\$	500	\$	2,000
Subtotal supplies for startup				\$	76,650

Hawaii P-20 will be responsible for implementing the following projects:

- Project 2 Teacher Training & Technical Assistance Opportunities
- Project 3 Individual Teacher Coaching
- Project 4 Quality Monitoring System
- Project 5 Early Childhood Data Governance
- Project 6 P-3 Learning Lab

Project 2 – Teacher Training & Technical Assistance Opportunities (TOTAL COST: \$556,114 over four years).

Item	Number of Units	Cost per Unit	Number of Units for Year 1/cost	Number of Units for Year 2/cost	Number of Units for Year 3/cost	Number of Units for Year 4/cost	TOTAL
P-3 Charter School Specialist	.5 time (50% of \$102,011)	1/\$51,006	1/S51,006	1/\$51,006	1/\$51,006	1/\$51,006	\$204,024
Travel for Training	l trip	\$390	7/\$2730	10/\$3,900	24/\$9,360	30/\$11,700	\$27,690
Travel for TA	1 trip	\$390	8/\$3120	12/\$4,680	30/\$11,700	30/\$11,700	\$31,200
FPGs Training Modules	2 contracts.	\$25,000	2/\$50,000	0	0.	0	\$50,000
Office Supplies	1	\$150	1/S150	1/\$150	1/\$150	1/\$150	\$600
Training Supplies	1 set of materials for all teachers	\$10,000	1/\$10,000	1/\$10,000	1/\$10,000	1/\$10,000	\$40,000
Hawaiian Language Consultant	2 contracts	\$25,000	2/\$50,000	2/\$50,000	2/\$50,000	2/\$50,000	\$200,000
Workstation	1	\$2600	1/\$2600				\$2600
TOTAL			\$169,606	\$119,736	\$132,216	\$134,556	
						TOTAL for project	\$556,114

P-3 Charter School Specialist: Salary is \$70,000 plus \$32,011 fringe \$ (45.73% rate) = \$102,011

Travel: The P-3 Charter School Specialist is located on Oahu. The average cost to travel to the neighbor islands, including airfare (\$250 round trip), airport parking (\$40 per day), and mileage and car rental to the schools (\$100) is \$390 per trip.

The number of trips includes the number of workshops/trainings on neighbor islands. See table.

Each school will receive two technical assistance site visits per year. This may be used for a variety of things, such as help with using TS GOLD, understanding the ECERS-R, or ASQ-3. Travel is paid for those programs on the neighbor islands: Year 1 (eight visits), Year 2 (12 visits), Year 3 (30 visits), Year 4 (30 visits).

The Family Partnership Training modules is based on the average costs of videos similarly created for HELDS.

The workstation is a one-time cost to purchase a workstation: desk area, chair, computer, and monitor.

# Number of Professional Development Trainings or Workshops by Grant Year and Location

	Grant Year 1	Grant Year 2		Grant Year 3		Grant Year 4	
	Summer/Fall	Spring	Summer/Fall	Spring	Summer/Fall	Spring	Summer/Fall
	2015	2016	2016	2017	2017	2018	2018
2015-16	Hilo: 7	Hilo: 3					
School							
Year							
2016-17			Hilo: 7.	Hilo:3			
School							
Year							
2017-18					Hilo: 7	Hilo: 3	
School					Kona: 7	Kona: 3	
Year					Kauai: 7	Kauai: 3	
					Oahu: 7	Oahu: 3	
2018-19							Hilo: 7
School							Kona: 7
Year							Kauai: 7.
							Oahu: 7

Project 3 – Individual Teacher Coaching (TOTAL COST: \$827,948 over four years)

Item	Number of Units	Cost per Unit	Number of Units for Year 1/cost	Number of Units for Year 2/cost	Number of Units for Year 3/cost	Number of Units for Year 4/cost	TOTAL
P-3 Charter School Coach	l person [1.0 FTE]	1/\$94,725	1/\$94,725	1/\$94,725	2/\$189,449	2/\$189,449	\$568,348
Travel for Coaching	1 trip	S390	40/\$15,600	100/\$39,000	210/\$81,900	300/\$117,000	\$253,500
Supplies	1	S150	1/S150	1/\$150	2/\$300	2/\$300	S900
Workstation	I	\$2600	1/\$2600		1/\$2600		\$5200
			\$113,075	\$133,875	\$274,249.	\$306,749	
						TOTAL for project	S827,948

P-3 Charter School Coach: Salary is \$65,000 plus \$29,725 fringe \$ (45.73% rate) = \$94,725

Travel: The P-3 Charter School Coaches are located on Oahu. The average cost to travel to the neighbor islands, including airfare (\$250 round trip), airport parking (\$40 per day), and mileage and car rental to the schools (\$100) is \$390 per trip.

The number of trips for coaching is two times a month per school (10 visits in the fall and 10 visits in the spring), 15 of the schools in Years 3 and 4 are located on neighbor islands, not Oahu.

# P-3 Charter School Coach Caseload and NI trips by Year

		Grant Year l	Grant Year 2		Grant Year 3		Grant Year 4	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall
		2015	2016	2016	2017	2017	2018	2018
2015-16 School	Coach 1	4 Schools 40 trips	4 Schools					
Year	G 10		40 trips					
2016-17 School	Coach 2.			6 Schools	6 Schools			
Year				60 trips	60 trips			
	Coach 2							
2017-18 School Year	Coach I.					9 Schools (2 on Oahu)	9 Schools (2 on Oahu)	
						70 trips	70 trips	
	Coach 2					9 Schools (1 on Oahu) 80 trips	9 Schools [1 on Oahu] 80 trips	
2018-19 School Year	Coach 1							9 Schools (2 on Oahu)
								70 trips
	Coach 2							9 Schools (1 on Oahu)
								80 trips

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Project 4 – Quality Monitoring System (TOTAL COST: \$164,456 over four years)

Item	Number of Units	Cost per Unit	Number of Units for Year 1/cost	Number of Units for Year 2/cost	Number of Units for Year 3/cost	Number of Units for Year 4/cost	TOTAL
P-3 Charter School Specialist	.3 time (30% of \$102,011)	1/\$30,604	1/\$30,604	1/\$30,604	1/\$30,604	1/\$30,604	\$122,416
Travel for Assessment (inter-rater checks)	1. trip	\$390	2/\$780	2/\$780	6/\$2340	6/\$2340	\$6,240
CLASS assessment	1. assessment	\$300	4/\$1200	10/\$3,000	24/\$7,200	18/\$5,400.	\$16,800
ECERS-R assessment	1 assessment	\$400	4/\$1600	6/\$2400	18/\$7,200	18/S7,200	\$18,400
Supplies	1	\$150	1/\$150	1/\$150	1/\$150	1/\$150	\$600
			\$34,334	\$36,934	\$47,494	\$45,694	
						TOTAL for project	\$164,456

P-3 Charter School Specialist: Salary is \$70,000 plus \$32,011 fringe \$ (45.73% rate) = \$102,011

Travel: The P-3 Charter School Specialist is located on Oahu. The average cost to travel to the Neighbor Islands, including airfare (\$250 round trip), airport parking (\$40 per day), and mileage and car rental to the schools (\$100) is \$390 per trip.

The number of trips is based on every 10 assessments joining the contracted assessor to ensure inter-rater reliability. The ECERS-R and CLASS assessments will be conducted by the P-3 Specialists and/or contracted by consultants. The average cost for assessment during the Quality

Rating and Improvement System (QRIS) pilot was S400 for ECERS-R and \$300 for CLASS. Each school needs to be observed on the CLASS twice and the ECERS-R once annually.

## P-3 CLASS/ECERS-R Assessment

	Grant Year 1	Grant Year 2		Grant	t Year 3	Grant	Year 4
	Fall	Spring	Fall	Spring	Fall	Spring	Fall
	2015	2016	2016	2017	2017	2018	2018
2015-16 School Year	4 Schools	4 Schools					
School Teal	4 CLASS 4 ECERS-R	4 CLASS					
2016-17 School Year			6 Schools 6 CLASS 6 ECERS-R	6 Schools 6 CLASS			
2017-18 School Year					18 Schools 18 CLASS 18 ECERS-R	18 Schools 18 CLASS	
2018-19 School Year							18. Schools 18. ECERS-R

Project 5 – Early Childhood Data Governance (TOTAL COST: \$550,568 over four years).

	Year 1	Year 2	Year 3	Year 4	TOTAL
DXP Analyst/Report					
Developer	\$120,956	\$120,956.00	\$60,478.00	\$60,478.00	\$62,868.00
1 workstation	\$2,600.00	S0.00.	\$0.00	\$0.00	\$2,600.00
Misc office supplies	\$150.00	\$150.00.	\$150.00.	\$150.00.	\$600.00.
Contracts: Data					
Governance	\$101,500.00	\$83,000.00		\$0.00	\$184,500.00
Total cost	\$225,206.00	\$204,106.00	\$60,628.00	\$60,628.00	
				TOTAL	
				for project	\$550,568.00

Hawaii P-20 will be responsible for implementing each activity through the Hawaii Data eXchange Partnership (DXP). Hawaii P-20 will sub-contract with a consultant/specialist contract for a national expert with the functional expertise in data governance, early childhood, and data mapping. Hawaii P-20 will manage consultant deliverables and coordinate consultant activities.

Hawaii P-20 will also hire the appropriate staff (1.0 FTE in years 1 and 2; .5 FTE in Years 3 and 4)

DXP. Analyst/Report Developer (1.0 FTE) 83,000 salary plus \$37,956 fringe (45.73%) = \$120,956/year.

## Sub-contracts:

Data Governance Consultant \$184,500 over two years of the grant

Project 6 – P-3 Learning Lab (TOTAL COST: \$382,562 over four years)

Processing the travel for the *P-3 Learning Lab Conference* in the fall of 2016 and the quarterly Leadership Team meetings and Advisory Team meetings.

Item	Number of Units	Cost per Unit	Number of Units for Year 1/cost	Number of Units for Year 2/cost	Number of Units for Year 3/cost	Number of Units for Year 4/cost	TOTAL
P-3 Charter School Specialist	.2 time (20% of \$102,011)	1/\$20,403	1/\$20,403	1/\$20,403	1/\$20,403	1/\$20,403	\$81,612
P-3 Learning Lab Conference on Oahu (3- days)	1	\$39,750	\$39,750				\$39,750
Travel for Charter Schools to P- 3 Learning Lab Conference	Charter School (team of 4)	\$3160.	15/\$47,400.				\$47,400.
Travel for Charter Schools to P- 3 Learning Lab Leadership meetings	Charter School Teams	\$2720	15/\$40,800	15/\$40,800	15/\$40,800	15/\$40,800	\$163,200
P-3 Consultant	1. contracts.	\$50,000	.7/\$35,000	.1/\$5,000	.1/\$5,000	.1/\$5,000	\$50,000
Supplies.	1.	S150	1/\$150	1/\$150	1/\$150	1/\$150	\$600.
TOTAL			\$183,503.	\$66,353	\$66,353.	\$66,353	
						TOTAL for project	\$382,562

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P-3 Charter School Specialist: Salary is \$70,000 plus \$32,011 fringe \$ (45.73% rate) = \$102,011

P-3 Learning Lab Conference (3-days):

The Conference will host 150 people:

Facility costs S65/per person =  $S9,750 \times 3 \text{ days} = \$29,250$ 

Materials 50/per person = 57,500

Parking fees \$10/per person (50 participants will drive) = \$500 X 3 days = \$1500

AV rental \$500/day X 3 days = \$1500.

TOTAL = \$39,750

The two travel categories pay for the charter schools to attend professional development meetings, and the *P-3 Learning Lab Conference* and quarterly leadership meetings. Each school has a budget that has been calculated based on geographic location. All of the larger meetings and *P-3 Learning Lab Conference* will be held in Honolulu on the island of Oahu. The following table explains the cost to Honolulu for each program.

## P-3 Learning Lab Conference (3-day event on Oahu)

Estimated costs for each person from a charter school located on a neighbor island (Maui, Molokai, Hawaii, or Kauai):

Airfare: \$250

Parking: (\$40/day X 3) = \$120

Hotel: (\$150/day X 2 nights) = \$300

Per diem/incidentals (\$40/day X 3) = \$120

Each of the 15 neighbor island schools will receive \$790 X 4 people = \$3160 to support a team of four traveling to Oahu for the *P-3 Learning Lab Conference* in the fall of 2015.

In addition, each of these 15 schools will also receive funds to support the four trips each year to come to Oahu to attend the P-3 Learning Lab Leadership meeting. The total cost for each of these 15 schools is: \$2720

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This calculation was based on:

Airfare (\$250) + Parking (\$40) + Rental Car to be shared by two people (\$50) X 2 people X 4 times a year = \$2720

### 12) Funds set aside for participation in grantee technical assistance

S25,000 per year has been set aside for grantee technical assistance activities facilitated by ED or HHS, individually or in collaboration with other State grantees, to share effective program practices and solutions and collaboratively solve problems.

# 13) Total Funds Requested

Hawaii is requesting \$14,881,368 to be distributed over four years as follows:

Year 1: \$2,074,059

Year 2: \$2,209,981

Year 3: \$5,742,044

Year 4: \$4,855,284

14) Other Funds Allocated to the State's plan. There are a combination of funds Hawaii will be utilizing from the State and private foundations to help support the infrastructure of the Charter School Preschool Program. The following table summarizes the programs and designates if they are from private or State funds and the annual amount committed for the next four years.

	2015	2016	2017	2018	TOTAL
University of	(b)(4)	·			
Hawaii,					
Hawaii P-20					
(state)					
University of					
Hawaii,					
Hawaii P-20					
(private)					
EOEL					
Staff					
(State)					
EOEL					
Action					
Strategy					
(private)					
EOEL: FCIL					
(state)					
Harold K. L.					
Castle					
Foundation					
(private)					
University of					
Hawaii,					
SEED					
programs					
(state)					
	]				
	1				

# University of Hawaii, Hawaii P-20

# Hawaii DXP annual in-kind Years 1, 2, 3, 4 (State)

The following DXP staff will provide necessary support and functions in building an infrastructure necessary for drafting and disseminating cross-sector reports for longitudinal performance outcomes of students, assist with the coordination and development of MOUs with State Departments/agencies for data sharing, produce reports focused on transition of students

from early childhood sector to kindergarten to grade 12 (K-12) sector and early childhood workforce, as well as coordinate the dissemination of the reports.

In-Kind Contributions (non-federal sources): (b) (4) FTE

Technical Lead (infrastructure and reporting build) G-funded position:

Business Intelligence Analyst (report development) G-funded position:

Database Administrator G-funded position:

Total in-kind: \$(b)(4) per year

## Hawaii P-3 Initiative in-kind (private)

To support the development and implementation of high-quality preschool programs in the Hawaii public charter schools, the following outlines Hawaii P-3's in-kind contributions:

Statewide Early Childhood Coordination: \$\( (b)(4) \) per year

Hawaii P-20 understands that developing and strengthening partnerships as well as aligning policies and practices that bridge early childhood and K-12 systems at both community and state levels are essential in achieving improved student outcomes. The statewide coordination projects include coordinating discussions with higher education to increase workforce access to early childhood courses; piloting the adoption of a kindergarten entry assessment and formative assessment tool in the kindergarten classrooms that align with an assessment system used in the early childhood programs, as well as offering opportunities for these educators to interface as a peer learning community; and promoting the successful adoption of HELDS and FPG.

Early Childhood Community Capacity Building and Engagement: \$\( \begin{align\*} \b

and facilitating additional support training and technical assistance for teachers who pilot the kindergarten entry assessment.

HELDS Hawaiian Language Domain: \$\( (b)(4) \) Year 1 only

A Hawaiian Language Arts and Literacy domain parallel to the English Language Arts and Literacy domain of HELDS will be developed to support all early childhood professionals in all early learning settings, including the Hawaiian Language Medium Education, in development of their programs.

#### **EOEL**

The following delineates EOEL's in-kind contribution (non-federal source) to support the Preschool Development Grant preschool program:

#### State Funds

Current EOEL staff: (b) FTE staff (b) (b) (b) (b) (b) (b) (b) (b) (c) (d) (d)

- Director
- Program Manager I
- Policy Analyst/Education
- Executive Assistant

These positions through administrative support, legislative work, and statewide coordination, will continue to support ELAB functions and HCYC group that will be working on the B-8 Teacher License, the logistics for the Action Strategy, and the STEPS State Team.

EOEL Staff Expansion: (b) FTE staff (\$(b)(4)], effective July 1, 2015)

- Program Manager II (\$\frac{(b)(4)}{}\): manages contracts with the Hawaii State Department of Human Services (DHS) and other contracts specific to early childhood services.
- Program Manager III (\$\frac{(b)(4)}{\text{c}}\): manages contracts with private providers to offer early childhood education services in anticipation of the passage of Constitutional Amendment Number 4 on the November 2014 ballot.

- Operations Fiscal Manager (S<sup>(b)(4)</sup>): provides human resources management for EOEL; manages all of the program and organizational budget needs of EOEL, which include DHS contracts that have been transferred to EOEL, the private trust fund that supports EOEL's community engagement work, the federal Head Start State Collaboration Office contract, and any new state funding that EOEL receives; writes grant proposals; monitors funded projects and provides progress reports to funders, ELAB, partners, and other stakeholders. This position will be critical in assisting in applying for additional funds to sustain and expand the charter school preschool classrooms.
- Data Analyst (\$\frac{(b)(4)}{}\]: performs data analysis of early learning programs within the state, including military child development centers, Head Start programs, licensed preschool centers, HIDOE campuses, special education preschools, and family child care programs. Responsible for coordinating the data across departments to report on the well-being of children and families; and prepares reports for legislators, ELAB partners, and other stakeholders, which may be disseminated through various EOEL communications, including the EOEL website. In addition, this person will be the lead on the developing the Needs Assessment for ELAB.

Family-Child Interactive Learning Programs: \$\( (b)(4) \) per year

To increase access to high-quality early learning experiences for school success, EOEL is requesting funding of \$\frac{(b)(4)}{}\$ annually. EOEL will contract with providers of family-child interactive learning programs to provide family engagement services for four-year-old children and their families.

## Private Funds

Hawaii Community Foundation support of the Action Strategy: \$\begin{align\*} \begin{align\*} \begi

Hawaii's young children are valued, safe, healthy, and ready for school and succeeding at third grade. The grant will fund the convening of the six focus area teams and quarterly all teams' meetings, and a full-time coordinator position.

The purpose of these funds is to fund a Program Manager position tasked with providing leadership, coordination, and facilitation of the Action Strategy, and creating statewide policies among public and private organizations serving young children and their families in the areas of health, child welfare, childcare, education, and other community services.

## Harold K. L. Castle Foundation (private)

In support to the public charter schools in Hawaii, the Harold K. L. Castle Foundation has provided the following one-time contribution:

Hawaiian Education Council: \$\( (b)(4) \) Year 1 only

The Mamala Honua Public Charter School (Malama Honua) opened its doors in August 2014 as a public charter school committed to providing students a rigorous, values-based, and place-based education. The Hawaiian Education Council provided the means for Malama Honua to develop curriculum, assessments, leadership, and staffing needed to operate its kindergarten to grade six learning center in Windward Oahu.

School for Examining Essential Questions of Sustainability (SEEQS): \$\( \begin{align\*} \begin{al

University of Hawaii SEED Programs Contribution (public): \$\(b)(4)\) per year

The Office of Student Equity, Excellence and Diversity (SEED) at UH recognizes that the underrepresented ethnic groups lag behind in sending their youngest children to high-quality education programs who in turn are not ready for kindergarten. The SEED programs, which

includes the Children's Center (an early learning center located on the Manoa campus providing

early education and care for children 18 months to five years of age), support the grant by contributing staff time for parent and teacher trainings on instructional strategies, particularly around multicultural and diversity issues.

Omidyar Group (private): \$\( (b)(4) \) per year, for 2 years
The Omidyar Group has committed to supporting the Preschool Development grant application
by providing \$\( \begin{pigned} \beg
funds will support the work that began in 2012 in bringing together over 100 professional from
more than 80 organizations to work cooperatively across the State to improve outcomes for
Hawaii's children.

# 15) Total Budget

	Year 1	Year 2	Year 3	Year 4	TOTAL
Total Statewide	(b)(4)	I			
Budget					
Budget (add lines 13-					
14).					

# U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008 Expiration Date: 04/30/2014

Name of Institution/Organization				Applicants requesting funding for only one year should complete the column under					
Charter School Administrative	e. Office			"Project Year.1.". Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.					
SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS									
Budget Categories	Project Year 1 (a)	Project Year. 2 (b)		ct Year 3 (c)	Project Year 4 (d)	Project Year.5 (e)	Total (f)		
1. Personnel	(b)(4)								
2. Fringe Benefits									
3. Travel									
4. Equipment									
5. Supplies									
6. Contractual									
7. Construction									
8. Other									
9. Total Direct Costs (lines 1-8)									
10. Indirect Costs*									
11. Training Stipends									
12. Total Costs (lines 9-11)									
*Indirect Cost Information (To Be Completed by Your Business Office):  If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:									
(1) Do you have an Indirect Cost F		y the Federal government	t?	Yes No					
(2) If yes, please provide the following information:									
Period Covered by the Indirect Cost Rate Agreement: From: To: To: (mm/dd/yyyy)									
Approving Federal agency:	ED Other (plea	se specify):							
The Indirect Cost Rate is.	%.								
(3) For Restricted Rate Programs	(3) For Restricted Rate Programs (check one) Are you using a restricted indirect cost rate that:								
Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.									

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Name of the site of the 100 control is a								
Name of Institution/Organization Charter School Administrative Office				Applicants requesting funding for only one year should complete the column under "Project Year.  1." Applicants requesting funding for multi-year grants should complete all applicable columns.  Please read all instructions before completing form.				
	SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS							
Budget Categories	Project Year 1	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)		
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								
	SECT	TION C - BUDGE	T NARRATIVI	- (egg instructions)				

ED Form No. 524

OMB Number: 1894-0007 Expiration Date: 07/31/2014

#### U.S. DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR THE SF-424

#### 1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	Tem		Hutton	
Address:				
Street1:	ill Bishop Street, Su	itc 516		
Street2:				
. City: िн	onolulu			
County:				
State: H	II: Hawaii			
Zip, Code: 🦻	6813-2811			
Country:	SA: UNITED STATES			
Phone Number	(give area code) Fax	Number (give area code)		
808 586 37	75			
Email Address:				
tom.hutton	@spcsc.hawaii.gov			
2. Novice Applica	int:			
Are you a novice Yes  B. Human Subjec	No Not applicable to		{and included in the definitions	page in the attached instructions)?
		in subjects planned at any tim	ne during the proposed project	Period?
Yes 🖂	_	ar subjects, planned, at any, the	ic daming the proposed project	T CHOO!
	-			
		designated to be exempt from	the regulations?	
Yes Prov	ride Exemption(s) #:			
☐ No Prov	ride. Assurance #, if. available:			
	please attach your "Exempt he definitions page in the atta		search" narrative to this form a	s

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