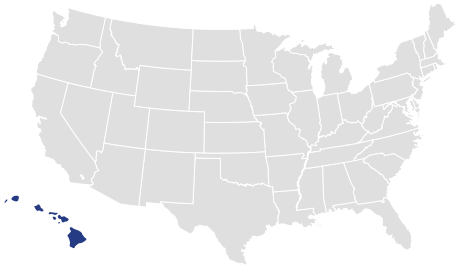


PRESCHOOL DEVELOPMENT GRANTS

2015 ANNUAL PERFORMANCE REPORT

Hawaii





U.S. Department of Education PDG Grant Performance Report Cover Sheet

Based on ED 524B OMB No. 1894-0003 Exp. 06/30/2017

Check only one box per Program Office instructions. Annual Performance Report Final Performance Report

General Information

1. PR/Award #: S419A150005 2. Grantee Federal Information Processing Code: 621644850

3. Project Title: 84.419A Preschool Development Grants - Development

4. Grantee Name: Hawaii State Public Charter School Commission (formerly Charter School Administrative Office)

5. Grantee Address: 1111 Bishop Street, Suite 516

City: Honolulu State: Hawaii Zip: 96813

6. Project Director Name: Yvonne Lau

Title: Acting Executive Director

Phone #: (808) 586-3775 Ext.: _____ Fax #: _____

Email Address: yvonne.lau@spcsc.hawaii.gov

Reporting Period Information

7. Reporting Period: From: 01/01/2015 To: 12/31/2015

8. Budget Expenditures (To be completed by your Business Office. See instructions.)

Budget Period	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period		
b. Current Budget Period	\$2,074,059.00	\$3,903,068.00
c. Entire Project Period (For Final Performance Reports only)		

9. Indirect Cost Information (To be completed by your Business Office. See instructions.)

- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? Yes No
- c. If yes, provide the following information:
- Period Covered by the Indirect Cost Rate Agreement: From: _____ To: _____
- Approving Federal agency: ED Other Specify other: _____
- Type of Rate: (Final Performance Reports only) Provisional Final Other Specify other: _____
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
- Is included in your approved Indirect Cost Rate Agreement
- Complies with 34 CFR 76.564(c)(2)?

10. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
- b. If no, when will the data be available and submitted to the Department? _____



U.S. Department of Education PDG Annual Performance Report Executive Summary

Based on ED 524B OMB No. 1894-0003 Exp. 06/30/2017

Grantee State: HI

PR/Award #: S419A150005

You are required to submit an Executive Summary of up to 3000 words with your Annual Performance Report. This summary should relate to your approved application and summarize the goals and objectives that have been achieved under your grant, what you learned, and any evaluation results. Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered. If there have been any changes to the project from the approved application, those should be explained as well.

"This program has made it possible for my daughter to learn her culture, language, build social skills, and self-confidence. I am thankful and humbled to receive assistance so my daughter and my family can receive the opportunities without worrying about not being able to afford preschool. I have other children that did not attend preschool before kindergarten, and they struggled when they entered the classroom setting, and even felt overwhelmed and out of place for a while. So, I see the big difference when the children is introduced to school early they know and understand what to expect. Thank you Pre-K program."

- Parent, Hawaii

Overview of Progress:

The Hawaii State Public Charter School Commission ("SPCSC") has experienced significant success in its first year of the implementation of the Preschool Development Grant. Hawaii is unique in that it is the only Preschool Development Grant grantee who solely targets charter schools to implement new prekindergarten programs. Hawaii is also unique in that all of its charter schools implement varying degrees of Hawaiian language and culture. Hawaii has two official languages - English and Hawaiian. Of the four schools implementing the Preschool Development Grant, two are Hawaiian language and cultural focused.

Although it was not mandatory for Hawaii to begin implementation in Year One, SPCSC elected to implement an ambitious plan by starting prekindergarten services in August 2015. This grant has allowed 75 four-year-old children to enter a high quality classroom and receive high quality services as defined by this grant. Of these children, approximately 49% are brand new enrollees to Hawaii's early childhood system. Children living in high risk communities, without the support of this grant opportunity, would enter kindergarten without any prior preschool experience. This focus has inspired administrators and our teachers who have shared many success stories. Teachers have shared that within a month of grant implementation, children who were active and inattentive, were able to sit and attend to a story.

A grandmother shared, "The few short weeks that my granddaughter has spent under the tutelage of Ms. DeCambra and lead teacher Ms. Kunewa in the preschool have completely coaxed her out of her debilitating shyness and allowed her to reveal her self-confident best to the world. She is eager and positive about meeting new people and challenges. Thank you for the opportunity this program has provided for my granddaughter, her family, and our community."

There are numerous accomplishments - four prekindergarten classrooms in operation, each lead by a teacher with a Bachelor's degree, with exception of one class whose teacher has completed all coursework and will receive her official Bachelorette diploma by the end of this school year. All PDG classes have teachers whose salaries are commensurate and aligned with public school teachers, a teacher-child ratio of 10:1, and maximum class size of 20. Each class follows the kindergarten schedule of six hours per day and ten months per year with a designated curriculum,

and a formative assessment system. Teachers, Educational Assistants and school administrators were provided with a strong professional development component including coaching and mentoring system available for all teaching teams.

The award of the Preschool Development Grant has also supported continued progress in Hawaii's early childhood system.

Leadership. SPCSC is committed to building a strong early learning leadership community who is knowledgeable about the current issues and trends relating to Hawaii's youngest citizens. A two-day Early Learning Leadership Symposium was held in October 2015 with a follow-up meeting in the March 2016. Invitees included school principals/directors and school administrators. Schools were also encouraged to invite a governing board member, a community child care provider and/or a community health provider. This comprehensive approach served multiple purposes. This included the opportunity to build upon the community capacity to understand the impact of high quality early childhood experiences. The symposium encouraged continued collaboration while the bridging services across programs. It also allowed schools not implementing programs in Year One, to build on their knowledge and support base. The symposium served as a recruitment venue for PDG sites allowing community partners to engage in recruitment efforts for the PDG schools. Most importantly, the Early Learning Symposium created opportunities to build on the early learning community to advance early childhood initiatives.

Participants had the opportunity to network and discuss their community and early childhood issues in depth. Topics presented include the brain development and the influence of high quality early learning experiences using a holistic and systemic approach, national landscape of P-3 policies and initiatives, P-3 framework and developing a family engagement logic model. Thereafter, schools were to convene at least once per quarter to continue to progress their plans.

SPCSC and charter schools were fortunate to have Hawaii-20 coordinate and plan the first symposium. Yolie Fonseca of the Campaign for Grade Level Reading provided a captivating presentation on brain development and the influence of high quality early learning experiences. As part of her presentation, she showed the following video located at: <http://gradelevelreading.net/video-the-statistics-lottery>.

A member of SPCSC sat at one of the charter school tables who convened a diverse sector of community partners. One of the participants was a dentist who provided dental services at the local health clinic. As a private school graduate and whose children attended private school, he knew that preschool was important. What he did not know is the impact that high quality preschools have on at-risk children. Through this learning opportunity, he shared that he would loop this video along with other dental hygiene videos in his waiting room with the intent of educating his families that he served. He also shared that he will bring this information that he learned at this symposium to his health clinic's board meeting to further expand and educate others, especially those serving at-risk children and families.

A follow-up Early Learning Leadership meeting will be held in March 2016 to expand on these ideas as well as to continue this great momentum of collaboration.

SPCSC has visited members of the Hawaii State Legislature targeting those with PDG schools in their district as well as those with membership in key committees including those belonging to the education, finance and Ways and Means committees.

SPCSC has attended monthly Early Learning Advisory Board meetings and the Hawaii Early Childhood Action Strategy meetings where updated information was provided. The Hawaii Action Strategy is a research-based strategic plan, informed from the fields of neurobiology, developmental psychology, and human capital economics in early childhood systems development. Coordination is supported by the Office of the Governor and the effort is led by approximately 90 professionals from Hawaii state departments and early childhood organizations focused on supporting children's health, safety, development and learning.

Longitudinal Data System. SPCSC has contracted with subgrantee Hawaii P-20 Partnership in Education Data eXchange Partnership ("DXP"). DXP is a longitudinal data system that links

information from birth through early learning, kindergarten to grade 12, postsecondary education, and into the workforce. Hawaii DXP will provide critical data to inform decisions and policies to improve student and workforce outcomes to benefit our community.

Family Engagement. SPCSC strongly supports and has invested in family engagement. At the Early Learning Leadership symposium, with training and technical support, schools developed an individualized logic model that reflected schools' needs, resources, outputs and measurable outcomes. Each school is provided with a generous \$50,000 annual budget dedicated specifically to support family engagement using this logic model. Na Wai Ola Public Charter School held pre-K family days where families were invited to spend a day with their child to experience a day in the life of a preschooler. SPCSC had the opportunity to attend one of these events and a mom shared that she was surprised that so much thought went to each and every activity. The teacher explained the method of selecting songs to help transition children from one activity to another while another activity allowed children to creatively move about incorporating "Let's Move" activities.

At another school, Ka `Umeke Kā`eo Public Charter School, a Hawaiian immersion school, has begun providing bi-weekly Hawaiian language classes which received overwhelming interest from families. The PDG family engagement funds created an opportunity for children and families to learn the Hawaiian language together at school with reinforcing activities at home. This family engagement learning opportunity created another pathway to sustain the Native Hawaiian language.

Ke Kula `o Nāwahīokalani`ōpu`u Iki Laboratory Public Charter School ("Nāwahī") in strong partnership with Aha Pūnana Leo, a private early childhood provider, has provided Hawaiian medium instruction incorporating a nationally recognized Native Hawaiian language and cultural focused program. The PDG funds has supported a well-established family engagement component where together families take an active role in the educational experiences of their children. At Nāwahī, families play a critical role in becoming part of the Hawaiian speaking community. The PDG funds supports the school and families working towards the common goal of reestablishing Hawaiian as a living language. Families are provided with weekly Hawaiian language classes to support the continuity of the Native Hawaiian language and culture practices in the home environment as well.

Through PDG, Laupahoehoe Community Public Charter School has begun to offer parenting workshops which include parenting classes, school readiness, literacy, math, STEM, cultural sharing and technology.

Public-Private Partnerships and Development of Local Systems for Collaboration and Coordination.

SPCSC recognizes that each community across the state of Hawaii has varying needs and resources. Beginning with the Early Learning Symposium held in October 2015, schools were asked to convene an early learning leadership team to include members of their community organizations. The objective of this annual symposium was to strengthen the collaboration between schools and

community programs and agencies to better address the complex needs of their children and families. When children's and family's needs are met, they are better able to learn and succeed in school. The schools have displayed varying degrees of collaboration with their community providers and SPCSC is committed to provide opportunities to build on these efforts to bridge relationships across programs.

Ongoing Monitoring. SPCSC recognizes the importance of PDG grant compliance and has taken sound measures to ensure that the PDG criteria are met. SPCSC invested in quality time with each school to review and explain the detailed components of the MOA contract. Thereafter SPCSC has conducted regular visits to ensure that the processes are followed and to provide training and technical assistance to administrators if it is needed. Additionally, SPCSC carefully reviews and approves all expenditures before reimbursement is made to ensure that all PDG funds are allowable and justified. Thereafter, a budget tracking spreadsheet is reviewed on a monthly basis to reconcile all expenses to ensure that both the schools and SPCSC mutually agree on the accuracy of the PDG classroom budget. On Site Monitoring in conjunction with the SPCSC Organizational Performance Team will include on site monitoring visits and pre-visit interviews with each PDG school in spring 2016.

Enrollment. Through PDG funds, 80 slots were available in Year One of the grant. As of December 1, 2015, 75 students were enrolled at some point which include six children that have terminated from the program due to various reasons including moving to other areas not serviced by PDG and working families needing extended hour care. These exiting families utilized state child care subsidies and enrolled in child care programs providing extended child care services. As of December 1, 2015, 69 children or 92% were actually enrolled.

Inclusion. As of December 1, 2015, SPCSC was able to enroll two students with IEPs. Additional children were in the process of evaluation for special needs services and another two students were in the process of enrollment into the PDG class. Teaching staff are in the process of implementing individualized instructional intervention strategies designed to progress student learning and skill development. The real hope of effective and successful intervention strategies to identify methods to support individual student learning. This has the potential reduce the number of children deemed "special ed". So although Hawaii has not hit the targeted rate, the approach to implement various instructional strategies and engage families is the priority. Thereafter is concerns persist, the PDG staff will consider further comprehensive evaluations. SPCSC has communicated with the Hawaii Department of Education 619 Educational Specialist on an ongoing basis to ensure that enrollment in the PDG pre-K classrooms are considered as Free and Appropriate Public Education (FAPE) for children with disabilities. Formative assessment data will be continuously reviewed to inform the school teams if further evaluation is warranted or needed.

Comprehensive Services. SPCSC recognizes that programs such as Head Start provides an exemplar example of comprehensive programs. The challenge in many of our PDG school communities is the limited access to services, particularly in rural areas across the state where these services are few and

far between or non-existent. Many of the PDG charter schools lack financial resources to provide these direct comprehensive services. The Early Learning Leadership Symposium and follow-up meetings provided in October 2015 provides opportunities for schools to brainstorm with other community partners to build an alliance with other programs on how comprehensive services can be provided. SPCSC will continue to work with these schools to identify and build on community partnerships as well as to bring increase awareness to the larger community regarding children and family needs. The PDG charter schools will be encouraged to collaborate with their community partners to creatively strategize ways in which these comprehensive services may be provided.

Professional Development Opportunities. Ten workshops were planned for this school year for teachers and educational assistants. School administrators were also invited to attend these trainings as well to increase their knowledge of early childhood education and developmentally appropriate practices. Prior to the start of school week-long pre-service training was provided. Content areas included: Creating a Safe and Nurturing Environment for Children; Integrating Nutrition and Physical Activity in the Classroom; Promoting Supportive Family Partnerships for Student Success; Enhancing Instructional Strategies; and an overview of the Hawaii Early Learning and Development Standards (HELDS) and Curriculum Implementation. Additional trainings and workshops included: An Introduction to Ages and Stages Questionnaire-Social Emotional (ASQ-SE), a social emotional screening tool; Teaching Strategies Gold - An Overview of the Formative Assessment Process and Tool. Additional trainings will be conducted for the remaining school year.

Note: throughout this report, text in italics have been included as examples of the work being done at the local level. This text has been gathered through interviews of community partners explicitly for inclusion in this report.



U.S. Department of Education
PDG Annual Performance Report
Grant Status Form
Explanation of Progress (524B Section A)

Based on ED 524B OMB No. 1894-0003 Exp. 06/30/2017

Grantee State: HI

PR/Award #: S419A150005

Section A: Performance Objectives Information and Related Performance Measures Data (narrative)

1. Project Objective

1(a) GPRA Performance Measure: The number and percentage of Eligible Children served in High-Quality Preschool Programs funded by the grant. Describe the State's progress in meeting this Government Performance and Results Act (GPRA) measure based on enrollment of Eligible Children in High-Quality Preschool Programs funded by the grant as of December 1, 2015.

During School Year 2015-16, the first year of the Preschool Development Grant, potentially 80 children in four charter schools have the opportunity to gain high quality services in the preschool classrooms.

According to the U.S. Census Data, there is a total of 18,216 children four-year-old children in Hawaii, of which 7,416 reside in families with household incomes less than 200% of the federal poverty level.

As of December 2015, there were 75 eligible children enrolled, six children have since left the program for a total of 69 children served which represents 94% of Hawaii's Year One enrollment capacity. PDG provided an increase of .1% eligible children served in Hawaii county in high-quality preschool programs.

At the state level, SPCSC has used the Hawaii Action Strategy meetings and Early Learning Advisory Board meetings to disseminate information about the PDG classrooms opening in Year One.

Recruitment efforts have conducted at various levels:

SPCSC has provided a media campaign with the major newspaper for the state, Honolulu Star Advertiser, as well as the Hawaii Tribune Herald. The news media was also contacted to inform the public of the new pre-K slots provided by the PDG and additional information was provided on the SPCSC website.

Schools have also contacted community providers at the local level as additional recruitment efforts.

SPCSC has collaborated with the groups or agencies listed below to recruit eligible children:

- Early Learning Advisory Board
- Executive Office on Early Learning
- Hawaii Early Childhood Action Strategy
- UH Hawaii P-20 Partnerships in Education
- Hawaii P-3 Initiative
- University of Hawaii Hilo Hawaiian Language School
- Hawaii Department of Human Services
- Hawaii Department of Health

- Hawaii Department of Education
- Kamehameha Schools
- Hawaii Children's Alliance Network (HICAN)
- Head Start Association of Hawaii
- PACT Head Start
- Hilopa'a Family to Family Health Information Center
- 'Aha Punana Leo Preschool
- University of Hawaii College of Education Early Childhood Education
- Honolulu Community College Early Childhood Department
- Kapiolani Community College Early Childhood Program
- University of Hawaii Center on the Family
- Department of Health Public Health Nurses on Hawaii Island
- Keiki o ka Aina
- Kindergarten Children's Aid Association (KCAA)
- People Attentive to Children (PATCH)
- Partners in Development

Please describe, as required in Program Requirement (k)(2) in the Notice Inviting Applicants (NIA), how the State established policies and procedures that ensure that the percentage of Eligible Children with disabilities served by the High-Quality Preschool Programs is not less than either the percentage of four-year-old children served statewide through part B, section 619 of IDEA (20 U.S.C. 1400 et seq.), or the current national average, whichever is greater.

Note: The current national percentage of four year-old-children receiving services through part B, section 619 of IDEA is 6.4%. Source: 2012 IDEA Part B Child Count (www.ideadata.org). States should include detailed information on ALL structural elements.

Since being awarded with the Preschool Development Grant, the State Public Charter School Commission has been working closely with the HIDOE Educational Specialist who oversees all IDEA services in all charter schools, particularly encouraging inclusion opportunities for preschool-aged children in the PDG pre-K classrooms.

As of December 2015, there were 75 children enrolled of which two students with Individualized Education Programs (IEP) were receiving services in inclusive settings. Additional children were in the process of evaluation for special needs services and another two students were in the process of enrollment. SPCSC has communicated with the Hawaii Department of Education 619 Educational Specialist on an ongoing basis to ensure that enrollment in the PDG pre-K classrooms are considered as Free and Appropriate Public Education (FAPE) for children with disabilities.

The schools are continuously evaluating their children's needs and since then we have enrolled more students and provided an inclusive setting for additional students with IEPs. Charter schools will continue to evaluate their students and provide instructional intervention strategies based upon formative assessment data and will seek a comprehensive evaluation for any student that may need

additional services.

When families are hesitant to seek a comprehensive evaluation for fear of the labeling effect, schools may consider using the medical home to perhaps address the child's needs. SPCSC will work with the school, DOE Educational Specialist overseeing 619 services to collaboratively address issues that arise.

Describe the State's progress in increasing the number and percentage of Eligible Children served in High-Quality Preschool Programs funded by the grant.

Over the past few years, Hawaii has made significant milestones in creating an early childhood system. The Preschool Development Grant allows Hawaii to continue on this momentum to continue to build on this system allowing more families to participate in the early childhood system by expanding access to high-quality preschool programs. The public charter schools identified in the grant application are ready to serve the most at-risk children and those who are in need of preschool opportunities.

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 aged five. Only 56% of Hawaii's four-year-olds attend a program that will prepare them for kindergarten. Families with lower income levels, who have the greatest need, are less likely to participate. Particularly in the last few years, Hawaii has made great strides in early childhood education. During the 2014 state legislative session, \$3,000,000 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. The Preschool Development Grant has allowed charter schools to increase the number and percentage of eligible preschool children served, particularly in rural areas with limited access to high quality early learning programs.

The Preschool Development Grant has supported the creation of four new preschool classrooms on charter school campuses on the island of Hawaii: Na Wai Ola Public Charter School in Mountain View, Laupahoehoe Community Public Charter School in Laupahoehoe, Ka `Umeke Kā`eo Public Charter School in Keaukaha and Ke Kula `o Nāwahīokalani`ōpu`u Iki Laboratory Public Charter School in Kea`au.

Although it was not mandatory for Hawaii to begin implementation in Year One, SCPSC elected to implement an ambitious plan by beginning prekindergarten services beginning August 2015. This grant has the potential to allow 80 four-year-old children to enter a high quality classroom and receive high quality services as defined by this grant. As of December 1, 2016, 75 students were enrolled. Though a meager .1% of the total Hawaii's four-year olds, approximately 49% of are brand new enrollees to Hawaii's early childhood system. Children living in high risk communities with families living in severe poverty, some homeless without access to basic needs including running water, electricity and plumbing, without the support of this grant opportunity, would enter kindergarten without any prior preschool experience and the opportunity to make lifelong changes. This focus has inspired administrators and our teachers who have shared many success stories. Teachers have shared that within a month of grant implementation, children who were active and inattentive, were able to sit and attend to a story.

In its first year the Preschool Development Grant SPCSC has created the opportunity for potentially 80 eligible students in rural, remote areas with limited access to high quality preschools. These rural areas include Laupahoehoe, Mountain View, Kea`au and Keaukaha.

The focus in Year One was to focus on additional slots on Hawaii Island, the state's largest island, due to its vast land area, limited access to high quality preschools, and lack of infrastructure including public transportation.

A teacher shared, "We have witnessed the children go from an undisciplined group of students to (those being) self-regulated, independent learners. They have learned to care for each other and their environment. They independently choose their work for the day, complete the task, and return the work to the shelf independently. They are organized, enthusiastic and have learned to empathize. Their behavior in the classroom, the cafeteria, and on field trips is outstanding."

1(b) GPRA Performance Measure: The number and percentage of children served overall in the State Preschool Program. Please describe any increases or decreases in this GPRA measure based on fall enrollment in the State Preschool Program for the 2015-16 school year.

According to the U.S. Census Data, there is a total of 18,216 four-year-old children in Hawaii, of which 7,416 live in households with incomes less 200% of the federal poverty level. As of December 2015, there were 75 eligible children enrolled, six children have since left the program for a total of 69 children served which represents 94% of Hawaii's Year One enrollment capacity. PDG provided an increase of .1% eligible children served in Hawaii county in high-quality preschool programs.

Recruitment efforts have conducted at various levels:

SPCSC has provided a media campaign with the major newspaper for the state, Honolulu Star Advertiser, as well as the Hawaii Tribune Herald. The news media was also contacted to inform the public of the new pre-K slots provided by the PDG and additional information was provided on the SPCSC website.

The Early Learning Leadership Symposium provided the opportunity for community engagement encouraging community partners to take an active role in recruitment efforts. Schools continue to build on their community leadership team at the local level to build on recruitment efforts.

At the state level, SPCSC has used the Hawaii Action Strategy meetings and Early Learning Advisory Board meetings to disseminate information about the PDG classrooms opening in Year One.

SPCSC has collaborated with the groups or agencies listed below to recruit eligible children:

- Early Learning Advisory Board
- Executive Office on Early Learning
- Hawaii Early Childhood Action Strategy
- UH Hawaii P-20 Partnerships in Education
- Hawaii P-3 Initiative
- University of Hawaii Hilo Hawaiian Language School
- Hawaii Department of Human Services
- Hawaii Department of Health
- Hawaii Department of Education
- Kamehameha Schools
- Hawaii Children's Alliance Network (HICAN)
- Head Start Association of Hawaii
- PACT Head Start
- Hilopa'a Family to Family Health Information Center
- 'Aha Punana Leo Preschool
- University of Hawaii College of Education Early Childhood Education
- Honolulu Community College Early Childhood Department
- Kapiolani Community College Early Childhood Program
- University of Hawaii Center on the Family

- Department of Health Public Health Nurses on Hawaii Island
- Keiki o ka Aina
- Kindergarten Children's Aid Association (KCAA)
- People Attentive to Children (PATCH)
- Partners in Development

1(c) GPRA Performance Measure: The number and percentage of children in the High-Need Communities served by the grant that are ready for kindergarten as determined by the State's Kindergarten Entry Assessment or, if the State does not yet have a Kindergarten Entry Assessment, other valid and reliable means of determining school readiness.

In the Year 2 APR, grantees will provide disaggregated data on the school readiness of the children served by the grant. This may include information collected about the children served by the grant at the end of their 2015-16 preschool year or in their 2016-17 kindergarten year. States may provide data from a sample of children (e.g., a sample being used for any evaluation).

In the Year 1 APR, grantees must describe their progress towards identifying the measures, methods, and data on the school readiness of children served by the Preschool Development Grant. In the narrative below provide the following information:

- The name of the assessment tool(s) and the Essential Domains of School Readiness measured;
- When the assessment tool(s) is/are given (e.g., in preschool and/or kindergarten);
- Whether the assessment is mandated by the State, and for which children;
- How long the State has been using the assessment tool(s);
- Whether the assessment tool(s) is/are implemented throughout the High-Need Community and/or Statewide;
- Whether the State provides or will provide training for local staff administering the assessment. If so, describe the requirements including processes to ensure continued reliability in the administration of the measure;
- If school readiness data is reported to the State, describe when and how data are reported.

Also, please describe, if applicable:

- The State's definition of "school readiness;"
 - Disaggregated information about children's school readiness on individual domains or subsets of the measure;
 - School readiness data for children disaggregated by subgroup (e.g., students who are American Indian or Alaskan Native; Asian, not Pacific Islander; Native Hawaiian/other Pacific Islander; Black or African American; Hispanic/Latino; White, not Hispanic; two or more races; with disabilities; English learners; and from any other subgroups the state determines appropriate; and
- How the State will continue to make progress in meeting this GPRA measure.

SPCSC's primary goal is that children who enter kindergarten will be prepared, have successful learning experiences resulting from positive interactions and developmentally appropriate school practices, while being supported by their family and community.

Assessment Tool/Mandated Level by State:

SPCSC saw the need for a comprehensive valid and reliable tool which is aligned with the HELDS and selected TS Gold. Since 2009, Hawaii has been piloting Teaching Strategies GOLD (TS GOLD) in 11 early childhood programs and 49 elementary schools statewide.

TS Gold has been aligned with the state Hawaii Early Learning Developmental Standards (HELDS) and incorporates six domains of development and learning - social emotional, physical, language, cognitive, literacy and mathematics. TS Gold is being used in targeted high-need communities for preschool and kindergarten programs and shall continue to be used as a formative tool in the charter school preschool classrooms, some kindergarten and all special education preschool classrooms. TS

Gold however is not mandated by Hawaii's DOE.

Extensive training and technical assistance has been provided to the PDG schools by way of workshops, one-to-one training and technical assistance. Additional support has been provided to the teaching teams and administrators through the mentor coaching program. Ongoing training will be provided to continue to build on the formative assessment skills. All teachers using TS Gold have participated in training and found reliable using TS Gold reliability administration measures. Efforts to ensure in reliability measures will continue to ensure in the accuracy and reliability of assessing children.

Assessment Tool Implementation:

Recognizing that Hawaii has two official languages - Native Hawaiian and English, SPCSC continues to be mindful as to how children are assessed. All charter schools incorporate varying degrees of Native Hawaiian culture and language into their curriculum. While SPCSC respects Native Hawaiian values and perspectives, it also recognize that grant requirements needs to be met.

Three of the four PDG pre-K programs are implementing TS Gold as the formative assessment tool. The fourth school, Ke Kula `o Nāwahīokalani`ōpu`u Iki, Laboratory Public Charter School ("Nāwahī") is a Native Hawaiian medium school providing an in-depth holistic cultural and language program. Nāwahī currently uses the tool used in the `Aha Punana Leo preschool programs, Curriculum-based Measurement ("CBM"). This tool is researched-based, valid and reliable and has been used for many years at the Aha Punana Leo early childhood program. Aha Punana Leo was developed by a group of devoted individuals making a lifelong commitment to perpetuating Native Hawaiian medium instruction.

Nāwahī is strongly linked with `Aha Punana Leo providing a P-20 (birth through post high school) learning model. Punana Leo was the first early childhood program to receive the World Indigenous Nations Higher Education consortium (WINHEC) accreditation. Hawaii's Punana Leo is setting the bar for early childhood education in endangered indigenous languages around the world.

This process of understanding did not come easy for SPCSC. It took months of discussions, extensive review of literature and research, understanding and relationship-building. SPCSC held the position throughout the process indicating the desire to learn, yet maintain grant requirements, and held many meetings with Nāwahī to reach a point of understanding, sharing and consensus. SPCSC looks forward to building this understanding with the potential to impact other areas of education.

Hawaii's Definition of School Readiness:

The state legislature has adopted the following definition of school readiness: "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" (Act 13, Session Laws of Hawai`i 2002).

Statewide Data Reporting:

All of Hawaii's charter schools participate in the Data eXchange Partnership (DXP) statewide longitudinal data system. Hawaii is in the process of establishing a statewide formal early childhood data governance structure and membership. One of the tasks of this Early Learning Coordinating Council is to conduct data mapping across the data sharing partners and determine what and when data will be shared. This group is in the process of establishing 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).

Disaggregated Data Information:

More information will be available in Year Two's APR.

This report includes baseline data up until December 1, 2015 for Year One.

Continued Progress Towards School Readiness

As teacher instructional skills are built upon, it is anticipated that student progress will result. With high quality coaching and mentoring and targeted professional development opportunities including data analysis, teacher workshops, reflective practices and as administrative support is strengthened to support high quality early childhood instruction, the level of school readiness of the children served by the PDG grant will also improve.

For Preschool Development Grants - Development Grants States ONLY:

1(d) GPRA Performance Measure: The number of States that collect and analyze data on State Preschool Program quality, including the structural elements of quality specified in the definition of High-Quality Preschool Programs.

Hawaii's remains committed to high quality pre-K programs in compliance with Preschool Development Grant criteria. SPCSC is working closely with the charter schools to create the infrastructure for the PDG funded program and provides the support needed to ensure that children leave the program with the knowledge and skills needed to be successful in kindergarten. This grant offers high quality pre-K programs in charter schools and has intentionally alignment the state-funded pre-K program with the PDG classrooms in recognition of the high quality standards that PDG has identified. The quality indicators include:

- **Staffing.** The charter schools sought teachers with Baccalaureate degrees. This requirement was met in three of the four schools. Despite an aggressive teacher recruitment campaign to hire a qualified teacher that meets this criteria, a rural school found that this criteria was difficult to meet. The most qualified candidate was in the process of completing the Baccalaureate degree requirement by May 2016. An amendment to the grant application was submitted and approved to meet this staff credential requirement.

Minimally, a teacher and an educational assistant are assigned per classroom, maintaining a one to ten teacher to child ratio, with enrollment limited to 20 students.

An statewide Early Childhood Workforce Report will be developed to include academic credentials, previous early childhood experience, and salary rate.

- **Ongoing professional development.** SPCSC has recognized that the method that has most impact for creating high-quality teachers is systematic, ongoing professional development. The SPCSC plan includes coordinated and targeted professional development workshops for the participating school principals and teachers on topics including safe and nurturing environments, integrating nutrition and physical activity into the classroom, promoting supportive family partnerships for student success, enhancing instructional strategies, training on the Hawaii Early Learning and Development Standards and curriculum, training on the social emotional screening tool ASQ-SE as a means of initially engaging families in gathering input and feedback regarding their child, training on the formative assessment tool Teaching Strategies Gold (TS Gold), review of curriculum, lesson planning and data collection using TS Gold, individualized instruction with the focus on social emotional development, assessing the quality of the learning environment using the Early Childhood Environmental Rating Scale assessment tool (ECERS), family engagement and transitioning into kindergarten, and the use of data analysis to inform instruction, intervention strategies including additional supports that children may need to demonstrate kindergarten and school readiness.

Hawaii has invested in high-quality professional development by funding substitutes for teachers to allow teachers to participate in the required monthly workshops. School administrators are also invited to all teacher trainings to increase their understanding of high quality early childhood educational practices.

- **Mentoring.** SPCSC has recognized that the strategy that improves teaching and learning most substantially is the use of teacher mentoring and coaching. A coach have been hired to mentor teachers and support principals/directors in understanding the nuances of implementing a preschool program on their campuses. The coach has 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 school-age care group; Teaching Strategies GOLD (TS GOLD).

To assess teachers' needs, a survey was conducted in August 2015 to determine training

needs and preferential methods of training, as well as to solicit feedback from the first training provided. Feedback included inviting SPCSC representatives to speak about grant expectations at future meetings/trainings. There were also requests for more information on lesson planning. Future trainings embedded components of lesson planning and individualization to the planned workshops.

In November 2015, another survey was distributed to inform future training needs and an evaluation of the recently held workshops. Specific instructional questions were answered individually during follow-up, one-to-one coaching sessions. There was a request by schools to meet collaboratively to discuss implementation issues. In response, at least one more peer learning day (such as visiting one another's classrooms) will be scheduled.

Teacher training workshop topics included creating an optimal learning environment through developmentally appropriate classroom settings, developing an appropriate yet robust daily schedule, enhancing teacher-child interaction, and providing individualized developmentally appropriate practices. The teachers reported that they benefited from sharing lesson planning ideas and hearing how other teachers from other schools were implementing their curriculum. Additional support was requested to learn how to link the lessons shared directly to the dimensions in TS GOLD allowing teachers to see how one lesson can address multiple learning objectives. There was also a request to visit other classrooms in action. Overall, participants reported positive experiences after attending the workshops.

Data collected from surveys, coaching sessions and feedback from the teachers have informed the order in which professional development opportunities are provided. Data trends received from CLASS observations and TS GOLD implementation are used to identify future training needs.

- **Focus on Child Outcomes.** To ensure children are learning and progressing in their growth and development, SPCSC has supported the concept and practice that the curriculum implemented in the program must be aligned with HELDS. To measure a child's progress in these domains, the teachers is required to conduct ongoing formative assessments on each child and to use that data to inform individualized instruction and continued progression of skill development. The formative assessment data will be used to inform instruction and areas of coaching and professional development.
- **Program Assessment.** To evaluate the quality of teacher-child interactions, Hawaii is investing in using 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 use of the CLASS assessment tool. The Classroom Assessment Scoring System (CLASS) is an observational instrument developed to assess the quality of teacher-student interactions 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. Currently two of the four Year One programs have been CLASS assessed. The other two schools are Hawaiian language programs and the challenge is locating Hawaiian-speaking reliable observers to assess these programs with validity. Hawaii P-20 is in conversation with multiple entities to determine if a cohort can be trained to observe and assess Hawaiian medium and immersion pre-K classes.

Thus far, similar to national trends, the classrooms are considered moderate- to high-quality in respect to emotional support domains reflecting positive and nurturing relationships among teachers and children, and in the area of classroom organization, which includes behavior management, productivity and instructional learning formats. The classrooms could benefit from additional training opportunities to build upon instructional support which includes enhancing concept development, quality of feedback and language modeling--skills that encourage students' critical thinking skills and language growth.

- **Environment.** To establish a high-quality program, Hawaii has recognized that an appropriate environment must be created. All of the classrooms have been equipped with developmentally

appropriate furniture and materials to provide a conducive pre-K learning environment that stimulates further learning. Teacher training sessions have been implemented to maximize the learning opportunities through an intentionally arranged classroom, a well-developed daily schedule and lesson plans that are individualized and intentional.

- **Challenges:** The PDG grant application identified targeted high risk communities. However because charter schools do not receive funding for facilities from the state and this grant did not allow funding to be used for the building of new facilities or facility rent or mortgage, this became a challenge. At least two of the schools targeted to implement PDG pre-K programs reluctantly needed to pull-out due to these challenges.

A teacher reported, "I often wondered if many of them (my students) ever heard anything, since this age group MUST move and talk at all times. But on Friday, it all gelled. I realized, again, what an incredibly absorbent age four years old is! It is a magical age where personal care, such as dressing and bathroom independence has been achieved, they feed themselves, show empathy and question relentlessly. All of their energy can be focused on subjects that interest them. Given the optimum setting, they thrive in gaining even more empathy working collaboratively, and questioning everything until they understand the information in their own unique way. You (the Preschool Development Grant) has provided such an environment for our keiki (child) and I thank you for them, and for myself, because I get to spend my days inspiring new minds."

Section A: Part B - Selection Criteria

In this section of the APR, States will report on their progress addressing the Preschool Development Grant's selection criteria. The State should read the questions carefully and report in the narrative fields directly below the questions. Please include any data, data notes or formulas to help the readers understand the State's narrative responses.

1. Ensuring Quality in Preschool Programs (Selection Criteria "C" of the application)

Describe the State's use of funds received over the grant period for State Preschool Program infrastructure and quality improvements, including the State's efforts to implement a system of monitoring and support at the State level toward activities such as those described in Section (C)(1)(a-k) of the NIA.

Note: States will report amounts and percentage of funds for State Preschool Program infrastructure and High-Quality Preschool Programs in the Competitive Preference Priority 3 Chart.

The funds requested through the Preschool Development Grant have been used to create an administrative infrastructure to support the public charter schools in implementing high-quality preschool programs. In order to ensure that all of the classrooms are implementing these, a quality monitoring system is in place to ensure all grant requirements and standards are met.

As the lead grantee and Lead Educational Agency ("LEA") for the Preschool Development Grant the SPCSC, holds primary responsibility for the oversight of implementation of PDG activities provided through contracts to the subgrantees including charter schools and Hawaii P-20, the professional development and longitudinal data system provider. SPCSC also serves as the authorizer responsible for executing the essential powers and duties not limited to the monitoring, accordance with charter contract terms, the performance and legal compliance of public charter schools (HRS§302-5). Due to the large percentage of funding being subcontracted by SPCSC to the charter schools and Hawaii P-20, SPCSC shall pay careful attention to the monitoring in both fiscal and programmatic review. SPCSC, as the grantee, shall perform the following major responsibilities for the federal awards it makes:

- **Financial Reporting:** SPCSC ensures that financial reporting for charter schools and Hawaii P-20 are accurate, current, and provides complete disclosure of all financially assisted PDG transactions in accordance with the financial requirements of the grant. All expenses related to the Preschool Development Grant is approved by SPCSC to ensure that all purchases are allowable. A Budget Tracking spreadsheet is also used by SPCSC and each charter school. This budget sheet is reconciled on a monthly basis to ensure that both parties are aware of the current financial status of PDG funds.
- **Accounting Records:** SPCSC ensures that charter schools and Hawaii P-20 maintain accounting records which adequately identify the source and application of funds for financially-assisted activities. This Budget Tracking spreadsheet contains current information pertaining to grant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income. It is reconciled by SPCSC and each charter school on a monthly basis to ensure its accuracy.
- **Internal Control:** SPCSC ensures that charter schools and Hawaii P-20 have effective internal controls and accountability and shall be maintained for all subgrantee funds. Charter schools and Hawaii P-20 adequately safeguard all such property and assures that it is used solely for authorized purposes. SPCSC has reviewed each and every expenditure to ensure that all purchases are allowable and follow the PDG requirements. SPCSC shall conduct On Site Monitoring visits at least once per year to ensure that all items purchased are visible, accountable and in compliance for use in the PDG program.
- **Budget Control:** All costs related to PDG are done on a pre-approved or reimbursement process. SPCSC ensures that charter schools and Hawaii P-20 maintain budget control over actual expenditures

and outlays shall be compared with budgeted amounts for each grant. Financial information related to performance or productivity data, including the development of unit cost information whenever appropriate or specifically required in the grant. If unit cost data are required, estimates based upon available documentation is accepted whenever possible. A Budget Tracking spreadsheet is also used by SPCSC and each charter school. This budget sheet is reconciled on a monthly basis to ensure that both parties are aware of the current financial status of PDG funds. No funds will be released to the subgrantees without prior review by SPCSC.

- **Allowable Cost:** SPCSC shall ensure that charter schools and Hawaii P-20 follow the applicable OMB cost principles, agency program regulations, and the terms of the grant agreement in determining if the request is reasonable, allowable, and cost allocable (i.e., OMB Circular A-87, OMB Circular A-122, OMB Circular A-21, 48 CFR Part 31). All expenses related to the Preschool Development Grant is approved by SPCSC to ensure that all purchases are allowable.
- **Source Documentation and Record Keeping:** SPCSC ensures that charter schools and Hawaii P-20 maintain accounting records which are adequately supported by such source documentation as canceled checks, paid receipts or invoices, payrolls, time and attendance records, and contract documents. All expenses related to the Preschool Development Grant is approved by SPCSC to ensure that all purchases are allowable.
- The subgrantee charter schools and Hawaii P-20 maintains record-keeping, files and other data as required by the state and as specified in a MOA contract in such detail as shall properly substantiate claims for payment under a contract, for a minimum retention period of seven years beginning on the first day after the final payment under a contract, or such longer period as is necessary for the resolution of any litigation, claim, negotiation, audit or other inquiry involving a contract. The subgrantee maintains adequate written policies and procedures for financial and operational practices, including but not limited to conflict of interest and nepotism policies. SPCSC has access to charter school files as identified under HRS §302D-17-18.
- **Cash Management:** SPCSC ensures that charter schools and Hawaii P-20 maintain procedures for the reporting of cash balances and cash disbursements in a timely manner.
- **Non-Federal Audit:** SPCSC ensures that charter schools and Hawaii P-20 obtain an annual audit in compliance with OMB Circular A-133 if they meet the \$750,000 threshold or OMB Circular A-110, if applicable. Also, audit services determines whether the subgrantee spent federal assistance funds provided in accordance with applicable laws and regulations. This may be accomplished by reviewing an audit of the subgrantee made in accordance with OMB Circular A-133, or through other means (e.g., program reviews) if the subgrantee has not had such an audit. Further, the audit services shall ensure that appropriate corrective action is taken within six months after receipt of the audit report in instance of noncompliance with Federal laws and regulations.
- **Monitoring of Subgrantees:** SPCSC monitors charter school activities to assure compliance with applicable Federal requirements and that performance goals are being achieved through the fiscal requisition process whereby SPCSC approves of expenditures prior to actual purchases to the extent possible. Purchases made prior to SPCSC approval shall not guarantee reimbursement. Hawaii P-20 financial expenditures is monitored through the review of the reporting of reimbursement of allowable costs and invoices. The monitoring of Charter schools and Hawaii P-20 covers each program, function, or activity. Any subcontract entered into by the subgrantee for the purposes of fulfilling the obligations under the PDG, shall also be monitored. SPCSC provides ongoing communication through emails, phone calls and also conducts informal on-site visits to periodically monitor and provide training and technical assistance to assist schools in meeting grant compliance.
- **Indirect Cost Rate:** SPCSC ensures that Hawaii P-20 maintains accounting records that adequately document their indirect cost rate computations or proposals, cost allocation plans, and any similar accounting computations for the rate at which a particular group of costs is chargeable (such as

computer usage, chargeback rates of composite fringe benefit rates, etc.).

- **After the Grant Requirements:** SPCSC ensures that all reports on subgrantee monitoring have been submitted to SPCSC so that SPCSC can report to the Federal awarding agency within 90 days of the expiration or termination of the grant.

Monitoring Oversight and Staff Resources

The execution and completion of all fiscal monitoring activities is conducted and reviewed through the annual audit and financial review as authorized by SPCSC. Each charter school annually completes an independent financial audit that complies with the requirements of its authorizer and the department; provided that the authorizer shall have the discretion to allow a financial review in lieu of an independent financial audit. (HRS§302-32).

On-Site Monitoring Review

On-Site Monitoring Reviews will be held in Spring 2016.

Improvement of State's System

Initially, SPCSC required that all expenditures for charter schools use the requisition system whereby schools would submit a completed Requisition form along with an invoice detailing the items and costs. SPCSC would then credit each school account using an Automated Clearing House ("ACH") transfer.

This fiscal procedure was found to be cumbersome as prices would change from the time of submission to actual purchase or the items would no longer be available. Schools requested to use the reimbursement system by agreeing to place the responsibility of approval and compliance at the school level. Thereafter, SPCSC would review the receipts from the purchases to ensure in PDG grant compliance and reimburse accordingly.

Therefore the system of reimbursement was adjusted allowing schools to either submit a requisition form prior to purchase, especially for large purchases, or submit requests for reimbursement after the purchases have been made. Both methods required careful oversight of SPCSC to ensure that PDG grant compliance is maintained.

2. Expanding High-Quality Preschool Programs in Each High-Need Community (Selection Criteria D of application)

Describe the progress the State has made during the reporting year to implement and sustain voluntary high quality preschool programs for eligible children in two or more High-Need Communities (Selection Criteria D(4) of the application) that include **ALL** structural elements listed below that are included in the definition of High-Quality Preschool Programs. States should include detailed information on ALL structural elements.

- High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternative pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- 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, one teacher with high staff qualifications;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- Program evaluation to ensure continuous improvement;
- On-site or accessible Comprehensive Services for children and community partnerships that promote families access to services that support their children's learning and development; and
- Evidence-based health and safety standards.

Please describe the progress the State has made in establishing High-Quality Preschool Programs that include ALL structural elements listed above that are evidence-based and nationally recognized as important for ensuring program quality.

The 18 charter schools were selected based on several criteria, including administrative interest, appropriateness of the facility, community need, and several other factors outlined in the application. Each of these 18 charter schools shall be responsible for implementing a high-quality preschool program. Each charter school has been required to do the following:

Staff Qualifications Requirements

The charter schools sought teachers with Baccalaureate degrees. This requirement was met in three of the four schools. Despite an aggressive teacher recruitment campaign to hire a qualified teacher that meets this criteria, a rural school found that this requirement was difficult to meet. The most qualified candidate was in the process of completing the Baccalaureate degree requirement by May 2016. A waiver to this PDG requirement was submitted to recognize this as an infrastructural building year as the teacher worked toward completing the BA requirements. The original Table A was amended including Part 1, Absolute Priority 1A and 1B. This waiver approved to meet this staff credential requirement.

High Quality Professional Development for All Staff

SPCSC has recognized that the most impactful method for creating high-quality teachers is systematic, ongoing professional development. The SPCSC plan includes coordinated and targeted professional development workshops for the participating school principals, teachers and educational assistants on topics including safe and nurturing environments, integrating nutrition and physical activity into the classroom, promoting supportive family partnerships for student success, enhancing instructional strategies, training on the Hawaii Early Learning and Development Standards and curriculum, training on the social emotional screening tool ASQ-SE as a means of initially engaging families in gathering input and feedback regarding their child, training on the formative assessment tool Teaching Strategies Gold (TS Gold), review of curriculum, lesson planning and data collection using TS Gold, individualized instruction with the focus on social emotional development, assessing the quality of the learning environment using the Early Childhood Environmental Rating Scale assessment tool (ECERS), family engagement and transitioning into kindergarten, and the use of data analysis to inform instruction, intervention strategies including additional supports that children may need to demonstrate kindergarten and school readiness.

Hawaii has invested in high-quality professional development by funding substitutes for teachers to allow teachers to participate in the required monthly workshops. School administrators are also invited to all teacher trainings to increase their understanding of high quality early childhood educational practices.

Teacher to Child Ratio

SPCSC provides oversight of all children enrolled to ensure that the 10:1 ratio is not exceeded.

To ensure that each and every child is eligible as defined by PDG, SPCSC has taken on the responsibility to determine each applicant's eligibility status based on age and income. This is done by verifying family income status for all children to determine if they are at or below 200% below the federal poverty level. SPCSC and charter school will maintain all eligibility information in a safe and secure location.

The results of the eligibility process are shared via "List of Applicants" spreadsheet.

Thereafter charter schools will only enroll children into the program that are found eligible.

Each school's enrollment will be monitored using the eSIS system to collect, manage and report student information, including all children enrolled in each school's PDG pre-K program.

It is through this process that SPCSC ensure that a ratio of 10:1 is not exceeded.

Class Size

Through the process mentioned above, SPCSC has direct oversight to ensure that no more than 20 children are enrolled in each PDG pre-K classroom.

Each charter school is responsible for entering all students into the eSIS student information data base. SPCSC reviews the eSIS monthly and also conducts regular site visits to ensure that no more than 20 students are enrolled in the PDG pre-K classroom. It is through this process that SPCSC can provide oversight to maintain class size requirements.

Full Day Program

A full-day program is defined by the HIDOE and each charter school. The PDG pre-K classrooms all follow the kindergarten schedule which is five to six hours per day, generally 8:00 a.m. to 2:00 p.m.

Inclusion Opportunities for Children with Disabilities

SPCSC along with the PDG charter schools looks at all opportunities to enroll children who have been identified with disabilities and ensure access to and full participation in all learning opportunities.

SPCSC maintains on going communication with each school and HIDOE educational specialist overseeing all charter schools. It is through this ongoing communication that determines if there are students with IEPs who may be potentially enrolled into the PDG classrooms.

SPCSC, along with each school, tracks the progress of application to ensure that the enroll process is completed.

Although it is just four months into the school year, as of December 1, 2015, SPCSC was able to enroll two students with IEPs. Additional children were in the process of evaluation for special needs services and another two students were in the process of enrollment into the PDG class. Teaching staff are in the process of implementing individualized instructional intervention strategies designed to progress student learning and skill development. SPCSC has communicated with the Hawaii Department of Education 619 Educational Specialist on an ongoing basis to ensure that enrollment in the PDG pre-K classrooms are considered as Free and Appropriate Public Education (FAPE) for children with disabilities. Formative assessment data will be continuously reviewed to inform the school teams if further evaluation is warranted or needed.

Individualized Accommodations and Supports for All Children

All children are provided with individualized accommodations and supports allowing full participation in all activities to encourage continued progression of skill development. Both SPCSC along with the HIDOE Educational Specialist overseeing special education services are available in the event that a child may require specialized equipment.

Instructional Salaries

All charter schools follow the HIDOE salary scale. All teachers belong to the Hawaii State Teachers Association (“HSTA”) therefore all PDG teachers have salaries which are commensurate with their DOE counterparts. All educational assistant salaries are also commensurate with their DOE counterparts.

Program Evaluation

Program evaluations will be conducting using family surveys. Additionally, teaching staff and principals have the opportunity to provide ongoing evaluation and feedback after each workshop or symposium. An end of the year evaluation will also be conducted to evaluate the progress of Year One PDG implementation to inform continuous improvement for charter schools and SPCSC. SPCSC also maintains open communication allowing all participants the opportunity to voice their opinions throughout the year.

Accessible Comprehensive Services

Each school provides comprehensive services that fulfils IEP goals. If additional service are needed the HIDOE educational specialist is available to ensure that these services are met.

Additionally, the Early Learning Leadership Symposium provides a venue to build on and bridge additional community resources that staff and families can access to support children's learning and

development. Schools hold quarterly Early Learning Leadership meetings to continuously build on this resource partnership.

Evidence-based Health and Safety Standards

Each charter school operating a PDG pre-K is following the Hawaii Department of Human Services Group Child Care licensing requirements which is evidence and researched based. This presented a challenge for some of the charter schools due to the complexity of the facility arrangements. One of the schools is a conversion charter school which means that it was formerly a DOE school then converted to a charter school. DOE still maintains oversight of the facility. While this is generally a strength, the contracts that DOE has with contractors to provide services became a barrier to remediating the problem. So despite having the funds provided by PDG, the school was not able to independently correct the problem. SPCSC is in conversation with DAGS who oversees all facility-related expenditures to work on remediating the issue. In the meantime, the facility has provided an alternate corrective action plan is in place ensuring the safety for all.

Table 6 - Selection Criteria (D)(4) from NIA

Describe the number and percent of Eligible Children served and the cost per slot. Please explain if *Year 1 Target* from the application and *Year 1 Actual* in **Table 6** differ, and any approved changes in targets for Years 2-4.

The targeted enrollment for Year One is to enroll 80 pre-K students on Hawaii Island as part of the PDG program. As of December 2015, there were 75 eligible children enrolled, six children have since left the program for a total of 69 children served which represents 94% of Hawaii's enrollment capacity. PDG provided an increase of .1% eligible children served in Hawaii county in high-quality preschool programs.

Families exited to program for a variety of reason - some moved to an area not served by a PDG pre-K school, others needed extended child care hours since families were working.

The cost per slot based on 75 children who were enrolled at some point during the program year, based on \$472,950.81 total expended as of December 1, 2015 is \$6306.01 per child. This includes all costs incurred by SPCSC, charter schools and Hawaii P-20 as reported to date.

The enrollment target for subsequent years remains unchanged.

The goals for SPCSC is to allow Hawaii to create new, full-time high quality preschool programs for low- to moderately-low income families that meet the needs of Native Hawaii and other culturally diverse families. To date, SPCSC remains on target to achieve the following activity goals.

Key activities as related to Year One Performance Measure and Milestones:

Provide training in Hawaii Early Learning Development Standards (HELDS), CLASS, and TS Gold

Through pre-service and ongoing training workshops, all teachers and educational assistants understand the training requirements and are familiar with the assessment tool and have completed the first phase of the training for each tool.

Develop and Implement Family Engagement Strategies and Plans

All charter schools have developed a family engagement plan. All charter schools have attended training on family engagement strategies and have developed and implemented a family engagement logic model plan that includes program objectives specific to their school and community.

Develop and Implement Comprehensive Services Plan

SPCSC and Hawaii P-20 has identified consultants to assist schools in developing a comprehensive services plan. All charter schools are in the process of surveying their local resources, develop partnerships and develop a plan that includes objectives as identified in their family engagement logic model plan.

3. Collaborating with Each Subgrantee and Ensuring Strong Partnerships (Selection Criteria E of the application)

Describe the extent to which the State has collaborated with each Subgrantee to ensure that each Subgrantee is effectively implementing High-Quality Preschool Programs (Selection Criteria E (1-9) of the application) and how the State ensures strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate.

SPCSC is the grantee and liaison between the State of Hawaii and the U.S. Department of Education (USDOE). SPCSC works directly with charter schools and Hawaii P-20 to maintain PDG grant compliance by developing a collaborative relationship through ongoing communication and feedback, monitoring and oversight, distribution of grant funding. SPCSC also assists in gathering data to drive and inform the implementation of the program, and to fulfill reporting requirements. SPCSC has provided one-to-one training and technical assistance, as needed, to each school to ensure that PDG grant compliance is met.

Though SPCSC implemented an aggressive campaign to begin the operation of the PDG pre-K at the start of the 2015-2016 school year, this did present some challenges. A trusting relationship needed to be developed. SPCSC embarked on a mission to build this relationship by making itself readily available for discussion, questions, feedback and clarification. Though this was somewhat of a challenge since SPCSC is located in Honolulu and all PDG implementing schools are on Hawaii Island, this was a priority and continues to be a priority. Communication was carried out through on-site visits, phone calls, emails, text messages, webinars, many, many face-to-face meetings and most importantly patience and time.

At the start of the PDG grant implementation, the idea of using western developed assessment tools was rather contentious between some of the Native Hawaiian schools. The process of understanding did not come easy. It took months of discussions, extensive review of literature and research by SPCSC to better understand this perspective and build a trusting relationship. SPCSC held the position throughout the process communicating the desire to learn, yet held that position regarding the importance of maintaining grant requirements. SPCSC held many meetings with schools to reach a point of understanding, sharing and consensus. SPCSC looks forward to continuing to build on this understanding and to share this understanding beyond PDG with the possibility to impact other areas of education.

This ongoing communication allowed SPCSC to develop a collaborative and open, trusting relationship. The position of SPCSC was to support schools in meeting grant compliance rather act as a supervisory role, to the extent possible. On-site visits serve as opportunities for SPCSC to informally visually check for grant compliance and ongoing record-keeping. SPCSC did assist schools to ensure that all parties are tracking their PDG budgets accurately and aware of their unobligated funds and allowable uses for these funds. Visits also allowed SPCSC to visually check on an ongoing basis that items purchased through PDG funds were used to support the PDG students, that the charter schools were providing full-day school hours as defined in the PDG grant application.

These on-site visits allowed SPCSC to periodically physically check that that each PDG classroom maintain a teacher child ratio of no more than ten to one, that the PDG class did not exceed 20 students. These visits allowed SPCSC the opportunity to ensure that the staff funded by PDG were present (and whose salary is commensurate with DOE salaries) and that these teaching staff provided high quality, developmentally appropriate instructional practices that were culturally and linguistically appropriate in line with HELDS. It also ensured that individual student accommodations were implemented to individualize learning strategies. Visits by SPCSC also ensured that health and safety practices were being followed on an ongoing basis. SPCSC also met with teaching staff to touch basis to have open discussions. This provided opportunities for SPCSC, PDG pre-K teachers and administrators to work towards collaborative continued improvement.

On site visits allowed SPCSC to also speak with the teaching staff and families who may have been

present during the visits. This provide opportunities for SPCSC to gather direct feedback from various parties regarding the implementation of the PDG program. This feedback is also contributes to schools' opportunity to work towards continued improvement.

SPCSC continues to collaborate and develop strong partnerships with each charter school and Hawaii P-20 to ensure that high-quality preschool programs are being implemented. SPCSC has made itself available through on-site visits, meetings, phone calls and emails to ensure that a trusting relationship can be developed. This resulted in open communication and sharing of information and resources. This has resulted in a better understanding of the various school philosophies and cultural perspectives. SPCSC has always held the position of being open to learning and understanding.

4. Alignment Within a Birth Through Third Grade Continuum (Section F of the application)

Describe progress the State has made for alignment within a birth through third grade continuum in activities for birth through age five programs ((F)(1)(a-b) in the NIA) and kindergarten through third grade ((F)(2)(a-d) in the NIA).

The theme for the Year One is Early Learning Leadership Symposium: Educating Within

In the fall of 2015, a PDG funded two-day Early Childhood Leadership Symposium was held inviting all 18 charter schools implementing a prekindergarten program funded through this grant. Invitees included school principals/directors and school administrators. It was suggested that each school's team include the charter school administrator and charter school Board Member, and early childhood representatives from the community including Head Start, private early childhood providers, early intervention providers, and a medical provider, with the intent that these meetings will lend themselves to potentially sharing community based resources, including educational programs, cultural events, and family programs.

This comprehensive approach served multiple purposes. This included the opportunity to build upon the community capacity to understand the impact of high quality early childhood experiences, to encourage continued collaboration while the bridging services across programs, to allow schools not implementing programs as yet to build on their knowledge and support base, to act as a recruitment opportunity for PDG sites, and to build on the early learning community to advance early childhood initiatives. The specific goals of the symposium held October 2015 was to gain and deepen the understanding of the critical periods of child development, particularly brain development prior to age five, to understand national and state early childhood perspectives, the prenatal to grade three (P-3) framework and strategic family engagement planning using the logic model approach and to have each school form its own local Early Learning Leadership Team.

After each school completed and submitted their family engagement logic model, family engagement consultants analyzed the logic models and developed individual rubrics for each school to further advance discussions and recommend components and to provide follow-up/clarification questions with a plan to achieve an in-depth family engagement logic model plan. Individualize coaching and training and technical assistance are in process for the four schools implementing pre-K programs this year to revisit, to update or further develop their logic models with their teams to promote supportive family partnerships that will impact student success including opportunities for families to build protective factors, to support their children's learning and development, as well as engage families as decision-makers in their children's education.

A follow-up Early Learning Leadership Symposium meeting will be held in March 2016 providing follow-up opportunities for school teams and to continue this collaborative process.

Section A: Part C - Competitive Preference Priorities

Competitive Preference Priority 1: Contributing Matching Funds (if included in the State's approved application).

Describe the progress the State has made on its credible plan for obtaining and using non-Federal matching funds to support the implementation of its ambitious and achievable plan during the grant period. For progress *not* made in this area, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period. Please describe any changes made to the data reported in **Table 7(a)**; explain if your *Year 1 Target* differs from the *Year 1 Actual*.

The targeted matching funds for Year One was projected to be \$2,722,750. To date, \$3,903,068 has been secured reflecting a strong statewide investment in early childhood development programs from public (state) and private contributions, which is above the projected Year One target. The matching fund breakdown is as follows:

- The Executive Office on Early Learning received state legislative funding of \$2,914,000 for the development and continued support of Hawaii's state funded pre-K programs.
- Hawaii P-20 contributed \$184,750 of private and state funds to support its work to strengthen the education pipeline from early childhood through higher education so that all students achieve college and career success. Hawai'i P-20's partners share a sense of urgency about the need to improve Hawai'i's educational outcomes in an increasingly global economy, and have established a goal of 55% of Hawai'i's working age adults having a two- or four-year college degree by 2025. These programs include:
 - Hawai'i P-3 Initiative
 - College and Career Ready Initiatives including GEAR UP Hawaii
 - Core to College, Early College High School Program, My Future Hawaii
 - College Application and Exploration Season (CAES)
 - Connecting for Success
 - K-12 High Education Alignment
 - Community Outreach Partnerships
 - Hawaii's Data Exchange Partnership (DXP)
- Kamalapua O Koolau received a Grant in Aid for \$200,000 to support early childhood transitioning efforts of children birth to kindergarten. This included an Annual Transition Conference and funding to support children entering kindergarten with school-level activities.
- Family Hui Hawaii received a Grant in Aid for \$229,636 to support early childhood family engagement
- The State of Hawaii received an Omidyar Grant for \$262,500 to support Hawaii's Action Strategy for children birth to five years old.

Competitive Preference Priority 2: Supporting the Continuum of Early Learning and Development (if included in the State's approved application).

Describe progress made in creating 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. For progress *not* made in these areas, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

The Early Learning Leadership Symposium in October 2015 provided the impetus for all of the PDG charter school to identify and convene early learning leadership teams. This allowed PDG charter schools and SPCSC to participate in a research-based Early Learning Leadership Symposium. One of the outcomes of this Early Learning Leadership Symposium was the creation of individual collaborative school based teams who will, in the next four years, will meet at least on a quarterly basis to develop individual, community-specific policies and strategies that support children as they move through the system from early childhood through grade three. The teams will align the early childhood program and services within the community to avoid duplication of services and funds.

Though this process has just be initiated, future symposiums and shared trainings will be developed to continue to build on this collaboration to bridging the understanding of community programs and services. The goal is to develop a seamless plan each school community for children birth to grade three.

Competitive Preference Priority 3: Creating New High Quality State Preschool Slots (if included in the State's approved application).

Describe progress made in using at least 50% of the State's 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. For progress *not* made in this area, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

69% of the funds obtained from the Preschool Development Grant are to used to create new preschool classrooms on charter school campuses. Prior to the grant, there were no state-funded preschools operating in Hawaii charter schools. Due to the limited availability of preschool slots in the communities identified, the potential number of children served per school is the maximum 20 per class. In Year One, four charter schools implemented pre-K programs for a potential total of 80 new high quality state preschool slots, which is .1% of four-year-olds statewide.

SPCSC will continue to build on the number of slots. In Year Two 40 additional slots will be added for a total of 120 slots, which is .1% of all four-year-olds statewide.

Mahalo for this Preschool Development Grant!

By Year Three, full implementation of the PDG grant will be implemented growth the total number of slots to 360 which is .2% of the statewide four-year-olds.

Though this may seem quite meager, when one looks at the children's faces that this program services and the families that have been impacted by this grant, each new slot is an opportunity to make a difference in the life of a child who otherwise may not have had this opportunity.

Our communities are grateful for this opportunity. Hawaii is grateful.

Section B: Budget Information

Budget and Sustainability (Section G in the application)

1. Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year. Explain carry-over funds that have not been expended or obligated from January 1, 2015 through December 31, 2015.

A total of \$2,704,059 was budgeted for Year One. As of December 31, 2015, \$98,762.72 has been expended.

SPCSC expended 95% of its budget. The remaining budget will be used to support SCPSC in the administration of this grant including its support to the subgrantee charter schools.

Charter schools developed their Family Engagement Logic Model Plans ("FELMP") at the Early Learning Symposium held in the October 2015. The four charter schools implementing pre-K programs were provided \$50,000 annually to support the family engagement activities as identified in the FELMP.

Schools were also in the process of using their remaining funds to make informed purchases based on the results of the Early Childhood Environmental Rating Scale-3 ("ECERS") classroom assessment tool. Training will be provided by a certified consultant for teachers and administrators and is scheduled for February 2016. Thereafter the results from the ECERS assessment will be used to determine additional recommended items.

Due to PDG grant challenges it was mutually agreed by both SPCSC and Hawaii P-20, that Hawaii P-20 serve in a consultative role, instead of having a direct service role to the Preschool Development Grant. Therefore as of December 31, 2015, only 2% of PDG grant funds allocated to Hawaii P-20 were spent. Hawaii P-20 used the time and expertise from their existing staff to provide the PDG services in the 2015-2016 school year. Additionally Hawaii P-20 is also finalizing the expenses related to the Early Learning Symposium held in October 2015 and will invoice SPCSC shortly.

Based on the lessons learned from this past year, SPCSC is changing up the delivery method to better assist our schools in meeting them where they are. SPCSC will request an application amendment to better address the foundational needs of Hawaii's early childhood education system as it relates to both SPCSC and Hawaii P-20. SPCSC will be taking a more active role in the delivery of support services and professional development services as delineated in the grant.

SPCSC is seeking amendment to better address the foundational needs of Hawaii's early childhood education system as it relates to SPCSC, Hawaii P-20 and charter schools. These services presently provided by Hawaii P-20 will be changed to allow SPCSC, through the PDG grant, to use the carry-over funds to hire and fund additional staff to better support the SCPSC, schools and enhance communication efforts. These carry-over funds will also support Hawaii's early childhood education system to develop a sustainability and communication plan. This communication plan will focus on public education and engagement to support SPCSC and the broader early childhood as it moves forward to seek funding opportunities following the Preschool Development Grant and other opportunities to further expand high quality early childhood services. All activities and services as identified in the PDG grant application will be met by SPCSC.

2. Please describe any substantive changes that you anticipate to the State's Preschool Development Grant budget in the upcoming fiscal year (January 1, 2016 through December 31, 2016).

SPCSC is seeking an amendment to the PDG grant application to better address the foundational needs of Hawaii's early childhood education system as it relates to both SPCSC and the University of Hawaii, Hawaii P-20 Partnerships in Education ("Hawaii P-20"). Both parties have agreed that Hawaii P-20 should serve in a consultative role, instead of having a direct-service role to the Preschool Development Grant.

Hawaii P-20 will continue to work on the early childhood data governance portion of the grant for the state to include the Hawaii State Public Charter School prekindergarten program into the state longitudinal data system.

The remaining areas of responsibility that were formerly the charge of Hawaii P-20 will become the responsibility of SPCSC. SPCSC shall support the statewide development and implementation of high quality prekindergarten classrooms in the 18 charter schools, by providing training and technical assistance to build teacher and leadership capacity. The training and technical assistance activities shall include the Early Learning Leadership Symposium follow-up meetings and trainings with school administrators, individualized teacher coaching and professional development opportunities related to safe, nurturing and developmentally appropriate learning environments and curriculum, a valid and reliable formative assessment system, effective teacher-child interactions, successful family engagement and strengthening communities of practice for children from birth to third grade.

Having the SPCSC take on the above responsibilities will provide opportunities to enhance effective communication between schools, consultants, and other related parties with SPCSC by addressing questions or concerns on a timely manner through direct communication. The ability for the SPCSC to engage with the administrative as well as the supportive responsibilities of the grant will also enable the SPCSC to streamline efforts and to analyze the data to improve the support that will be needed throughout the life of the grant. This expanded analysis approach will allow SPCSC to support the continuum of learning by potentially aligning strategies, plans and targeted approaches with other groups funded through other means including Titles I, II, and III and state funds, contributing to program sustainability.

3. Describe the State's progress on its plan for sustainability at the end of the grant period 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.

SPCSC has met and will continue to meet collaboratively with key stakeholders to address sustainability at following the grant period and will also include these key stakeholders to sustain training or technical assistance opportunities. These key stakeholders include the director of the Executive Office on Early Learning (EOEL) the chairperson and members of the Early Learning Advisory Board (ELAB), key community early childhood partners, and public policymakers.

Also planned is to include stakeholders - SPSCS representatives, Commissioners, policymakers, and community leaders to visit the charter schools that are operating preschool classrooms funded through the Preschool Development Grant. The purpose of these trips is to allow stakeholders to meet with the administrators of the charter schools, observe the high quality classrooms in action, and the opportunity to talk with the children, teachers and family members on the impact that the PDG program has made. In addition, these stakeholders will have the opportunity to attend future Early Learning Leadership Symposiums and meetings. These visits are especially important to ensure in the sustainability of the charter school pre-K funding. Engaging in the broader community will provide opportunities to expand early childhood leadership by empowering others to be able to articulate the

PDG program and its high quality components. This will allow stakeholders to understand and articulate its impact to children and families to state legislators, private foundations, and other potential funders.

As part of the communication plan, SPCSC will capture media opportunities, such as those mentioned, by creating a media bank to promote the SPCSC PDG classrooms and other high quality program partnerships on a continuous basis. This communication plan will be developed to inform and educate the public and policymakers. It is with this intent that when inaccuracies are voiced regarding the impact of high quality early childhood experiences, the public will then be able to differentiate fact from fiction and make informed decisions and be the voices supporting our children.

4. Please provide a brief explanation of any discrepancies, if any, between the Subrecipients' approved budgets and their total expenditures for the reporting year. Explain carry-over funds that have not been expended or obligated from January 1, 2015 through December 31, 2015.

A total of \$2,704,059 was budgeted for Year One. As of December 31, 2015, a total of \$98,762.72 have been expended.

UH Hawaii P-20 explained that the Early Learning Leadership Symposium and travel expenditures were pending UH administrative review and was submitted thereafter.

The carry-over funds will support an additional Early Learning Leadership Symposium follow-up meeting which will be held in April 2016.

Schools were also in the process of obtaining invoices for high infrastructural purchase items which were pending completion by the vendors or contractors.

Schools will work with SPCSC and the teacher mentor to identify high-quality, sustainable purchases with their remaining funds.