

CAPTURING THE MOMENTUM

Hawai'i P-3 Initiative Annual Report 2013

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Capturing the Momentum: The Hawai'i P-3 Initiative
Supporting Literacy, Learning & Lifelong Achievement





HAWAI'I P-20

Partnerships for Education

Spark. Transform. Excel.

HAWAI'I P-20 PARTNERSHIPS FOR EDUCATION IS A STATEWIDE PARTNERSHIP LED BY THE EXECUTIVE OFFICE ON EARLY LEARNING (EOEL) THE HAWAI'I STATE DEPARTMENT OF EDUCATION (HIDOE), AND THE UNIVERSITY OF HAWAI'I SYSTEM (UH) THAT IS WORKING TO STRENGTHEN THE EDUCATION PIPELINE FROM EARLY CHILDHOOD THROUGH HIGHER EDUCATION SO THAT ALL STUDENTS ACHIEVE CAREER TO COLLEGE SUCCESS. P-20 PARTNERS SHARE A SENSE OF URGENCY ABOUT THE NEED TO IMPROVE HAWAI'I'S EDUCATIONAL OUTCOMES IN AN INCREASINGLY GLOBAL ECONOMY. THE GOAL OF HAWAI'I P-20 IS FOR 55 PERCENT OF HAWAI'I'S WORKING AGE ADULTS TO HAVE A 2- OR 4- YEAR COLLEGE DEGREE BY THE YEAR 2025. HAWAI'I P-20 SEEKS TO ACHIEVE THIS BY:

- HAVING ALL CHILDREN READING AT GRADE LEVEL BY THIRD GRADE
- STRENGTHENING THE RIGOR OF THE HIGH SCHOOL CURRICULUM
- INCREASING STUDENT ACCESS AND SUCCESS IN COLLEGE
- FACILITATING PROGRAM AND POLICY DEVELOPMENT BASED UPON RESEARCH AND DATA

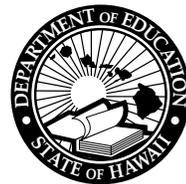


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PROJECT SUMMARY

Capturing the Momentum: Hawai'i P-3 Initiative (HI P-3) is an integral component of Hawai'i P-20 Partnerships for Education (HI P-20), which is focused on strengthening the entire education pipeline. The HI P-3 Initiative is funded primarily by a grant from the W. K. Kellogg Foundation in 2007. The aim of HI P-3 is to inform and build system-level racially-equitable school readiness efforts toward the goal of all children in Hawai'i reading at grade level by third grade.

Together with generous supplemental funding ("Equity Grant") in 2011, also from the W. K. Kellogg Foundation, and partnered with funding from the Hawai'i-based Harold K. L. Castle Foundation, the Samuel L. and Mary Castle Foundation, and Kamehameha Schools, HI P-3 has launched a total of five "demonstration projects" across the State. HI P-3 is engaging communities in systems-level change by mobilizing cross-sector partnerships in these five project areas to create the foundation for school success during children's early years. The five projects currently serve more than 23,700 students across early childhood education programs and elementary schools, constructing a comprehensive delivery system of high quality early learning experiences for disadvantaged children. In a state without state-funded preschool options, HI P-3 works with early childhood administrators, and school and district leaders to conceptualize and implement high quality early childhood systems through grade three in these five communities.

Among other key activities, targeted professional development and high-quality instruction continue to be central to HI P-3's work. HI P-3 has supported capacity building in the early childhood education (ECE) workforce. Opportunities include (1) incentives to enroll in job-embedded post-baccalaureate professional development and training for educators in the demonstration projects; and (2) participation in community-based teacher trainings, and state and national conferences that focus on literacy and language development, intentional instructional strategies, developmentally appropriate practices, and cultural competency.

Hawai'i P-3 continues to lead efforts in several initiatives that have statewide implications, such as:

- a) the development and release of supplemental resources for the successful implementation of the Hawai'i Early Learning and Development Standards (HELDS), a set of research-based standards that identifies the expectations of knowledge and behavior for children from birth up to kindergarten entry;
- b) the pilot initiative of an individualized kindergarten readiness assessment in the elementary schools; and
- c) the convening of key stakeholders in early learning and development settings to identify a system that will lead to the integration of ECE data into the state's longitudinal data system.

These efforts were made possible in collaboration with the Executive Office on Early Learning (EOEL), the Hawai'i State Department of Education (HIDOE) and the Hawai'i P-20's Data eXchange Partnership (formerly known as the Hawai'i P-20W Statewide Longitudinal Data System).

The P-3 Initiative will continue its urgent work to build systems that impact children, ages 0-8, through the five demonstration sites. It will also continue to be integral to the early learning policy and coordination work statewide as it partners more closely with the EOEL, the Early Learning Advisory Board (ELAB) and HIDOE.

To gauge the efficacy of Hawai'i P-3 efforts on student outcomes, Hawai'i P-20 consults with P-3's external evaluator, the RAND Corporation. Similar to previous years, RAND researchers facilitated focus groups of demonstration project stakeholders to assess the progress of the projects' work and gather information about the strengths and challenges to inform Hawai'i P-20 of success and recommendations to improve P-3 initiatives in Hawai'i.

PROGRESS TOWARD GOALS

INCREASED CAPACITY WITHIN COMMUNITIES TO SUPPORT EVERY CHILD READING BY THIRD GRADE

The Hawai'i P-3 Initiative continued to focus on the building professional development and learning capacity of the early learning and development settings, including that of K-3 system. Recognizing that closing the achievement gap and ensuring that the “fade out” effects of early childhood program benefits do not occur in subsequent years of schooling, professional development and learning opportunities were sponsored and supported for teachers and leaders to build rich learning environments and bridge the differing ideologies between ECE and elementary schools. Equipping teachers and leaders with essential knowledge and skills to deliver high-quality developmental and educational experiences to young children continues to be a key HI P-3 strategy.

INCREASED ACCESS TO EARLY CHILDHOOD COURSES

PreK to 3rd Grade Post-graduate Certificate Program

In collaboration with the University of Hawai'i at Mānoa College of Education, the PK-3 Graduate Certificate (PK-3 GCERT) program was launched in 2010 as a job-embedded post-baccalaureate professional development and training program for educators in the five demonstration project sites. Since its inception:

- A total of seventeen (17) early childhood and public school educators have received their PK-3 graduate certificate. One of the second cohort teachers was not able to complete the program as scheduled due to personal reasons, and is currently on an “incomplete” status until she completes the required course work. The expectation is that she would receive her certificate with the third cohort of teachers in Spring 2014.
- The third cohort of seventeen (17) elementary school teachers has completed three out of five courses of the certificate program. All seventeen are anticipated to complete and receive their certificate in Spring 2014. One teacher from this

cohort decided to withdrawal for personal reasons and move back home to the continental U.S.

Early Childhood Online Courses

In an effort to increase accessibility of online early childhood education courses for the ECE practitioners, the HI P-3 staff explored additional options including:

- Meeting with HIDOE Office of Human Resources to develop an ECE track within their professional development credit program, PDE3 (Professional Development Experiences that Educate and Empower)¹ to offer 3-credit ECE courses. After meeting with HIDOE Office of Human Resources, the P-3 staff began to conceptualize at least four courses that could be uploaded to the PDE3 system under the ECE track. This activity is on hold temporarily due to two key reasons: (1) the DOE ECE/K Curriculum Specialist vacated her position in July 2013: this position was identified as the sponsor to approve the courses for the system; and (2) the PDE3 system may move out of Office of Human Resources to HIDOE's Induction and Mentoring Program. In the meantime, the HI P-3 staff will continue to design the courses so that they will be ready for approval as soon as information becomes available.
- Convening with the coordinator of online ECE course development within the University of Hawai'i system to inquire about the current status of the project and the accessibility of the online courses across the four community colleges in Hawai'i. Based on previous conversations, HI P-3 had planned to host listening tours to assess the current distance learning structure of the four community colleges and to provide assistance in standardizing the distance education system, so that more EC courses would be accessible to students across the colleges. With further communication with the coordinator, this activity is also on hold and may not materialize any time soon. The colleges have shared that they have staff in place with technology experiences to

¹ Professional Development Experiences that Educate and Empower (PDE3), administered by the HIDOE Office of Human Resources, is a web-based, comprehensive professional development management system designed to support continuous improvement of HIDOE workforce. PDE3 site hosts Professional Development Credit courses to be used by teachers to reclassify to a higher classification for salary increase.

move the online system forward. In December 2013, a professional development opportunity was shared with the ECE departmental administrators on how to create an online course, hosted by Chaminade University. Although there was an expressed interest, no faculty member signed up for the workshop. The HI P-3 staff will reconvene with the project coordinator to determine how best to support the new faculty members of the community colleges.

EXPAND KNOWLEDGE AND NETWORK OF LOCAL LEADERSHIP

To support a community-based, “bottom up” P-3 local network of leaders, educational advocates, researchers, business representatives, educators and other key allies with a shared public education reform outlook, HI P-3 assembled and convened teams with multi-level representation to the following learning experiences within the state and across the nation to harness their collective knowledge, skills and experiences, and jointly explore frameworks, starting points and logical next steps for expanding and enhancing Hawai‘i’s current early childhood systemic efforts.

Early Childhood Data Sharing and Reporting Needs Assessment

In response to the federal requirements to incorporate early childhood into the statewide longitudinal data system, HI P-3, in collaboration with the Hawai‘i P-20 Data eXchange Partnership (Hawai‘i DXP)², conducted an early childhood data reporting and needs assessment to gather information around the idea of centralizing and coordinating early childhood data in Hawai‘i. In January 2013, a series of twelve focus groups with over eighty (80) early childhood stakeholders was held to gain an understanding of the types of early learning and development programs that exist, the challenges involved in collecting and synthesizing early childhood data, and the information needs about early childhood education faced by a variety of stakeholders. The focus groups included, but were not limited to, state policymakers; staff from the departments of education, health, and human services; early childhood program providers; advocacy groups; local funders who support early learning; and higher education faculty serving early learning programs. A

summary report of findings and recommendations from these focus group sessions was released to EOEL to provide guidance on ECE data sharing with state’s SLDS as well as possibly building a coordinated, centralized early childhood data system statewide.

2013 First Annual Data Summit: Investing in Our Future

In October 2013, Hawai‘i DXP hosted its first annual Hawai‘i Data Summit, attended by over 250 stakeholders from the early childhood, K-12 and postsecondary education sectors, and the Department of Labor and Industrial Relations. The event featured national speakers, Kathy Gosa of the Kansas State DOE, Brian Prescott of the Western Interstate Commission for Higher Education and Hans L’Orange who represented the State Higher Education Executive Officers Association. These speakers presented a general perspective on the statewide longitudinal data system work that is being used to inform policy and practice to transform the educational landscape in states and across the country. The event also featured breakout sessions that provided attendees with a local perspective on the type of data that is currently being gathered and how it can be used to inform decision-making in our state.

Hawai‘i P-3 convened a team of thirty-five (35) participants, who represented private early learning and development programs, and higher education, to this summit. In addition, an “invitation only” session was held with a group of twelve (12) early childhood key stakeholders, including the Director of EOEL, the Department of Health Early Intervention Coordinator and the Department of Human Services Child Care Program Coordinator, to discuss early childhood data system, and review and identify five to ten critical policy or research questions to address as a project. The discussion began with a brief overview of the findings and recommendation from the afore-mentioned early childhood data needs and reporting assessment focus group sessions. The group identified eight questions that addressed the following: the need for demographic information of the ECE participants, the characteristics of effective programs, and the impact of teacher preparation and effectiveness in student achievement.

2 The Hawai‘i Data eXchange Partnership, housed in Hawai‘i P-20, is a statewide, cross-agency, longitudinal data system that links information from infancy through early learning, K-12 and post-secondary, and into the workforce. Hawai‘i DXP helps guide decisions and policies to improve learner and workforce outcomes for the benefits of the community.

2013 Annual Leadership Symposium & Hawai'i Early Childhood Conference in Hawai'i

Similar to previous years, HI P-3 sponsored a team of nine (9) HI P-3 demonstration project leaders to attend the 2013 Hawai'i Association for the Education of Young Children (HAEYC) Annual Leadership Symposium & Hawai'i Early Childhood Conference. The members represented the early childhood programs and HIDOE from the five demonstration project communities. An array of breakout sessions addressing professional development, policy and advocacy, early intervention, family engagement, early literacy, cultural competency and program improvement was available for participants. Two break-out sessions introduced the HELDS (Hawai'i Early Learning and Development Standards) implementation materials that were funded by the Hawai'i P-3 Initiative.³

30th Annual Parent Conference and Family Engagement Institutes

In December 2013, a team of eight representatives from the demonstration project communities, along with a HI P-3 staff, attended the 2013 National Head Start Association (NHSA) Parent Conference and Family Engagement Institutes in Atlanta, Georgia. The Conference highlighted and explored best practices for parent involvement from programs that are successfully implementing them and provided hands-on training specifically designed for parent group meetings. Upon participation, the teams from the four projects submitted their action plan to incorporate practices that they will implement in their respective communities to strengthen their family engagement focus area of their P-3 framework.

LESSONS LEARNED

- The post-graduate program in early childhood with the College of Education continues to gain momentum, in that one out of four graduates of the PK-3 GCERT program has enrolled in the Master's degree program with an emphasis in the preK-3rd education. Beginning in Fall 2014, the PK-3 GCERT program will be a hybrid online program in order to increase the accessibility of early childhood courses for teachers on the neighbor islands as well as to better meet the statewide need for K-3 HIDOE teachers

with specialized coursework in early childhood education. Initially, the status of the PK-3 GCERT program after HI P-3's involvement and sponsorship ends in 2014 was unclear; however with the current state's initiatives to increase the number of teachers with an ECE specialization may sustain the enrollment in this post-graduate certificate program. To ensure its continued success, the communication between the HI P-3 staff and the PK-3 GCERT coordinator needs to be ongoing to encourage the capacity building of the ECE workforce and coordinate the promotion of the PK-3 GCERT program, after the HI P-3 cohort sponsorship ends.

- Having sponsored two data related activities focused on the need for sharing and reporting of early learning and development data, three key factors became apparent: (1) early childhood stakeholders have a great interest in connecting early childhood data with the data that already exist in the P20W SLDS in order to understand the impact of early childhood programs on subsequent student performance, to plan for resource allocation, to evaluate return on investment, and to improve teacher training programs; (2) there exists a lingering question of which organization should be the natural convener of a centralized data system; and (3) there are limited staff and resources and general lack of knowledge about which providers collect what data on children and staff. In collaboration with the Hawai'i DXP team, HI P-3 plans to reconvene the group in the next grant period to conduct an early childhood data system mission and design needs assessment to identify mission and goals of the early childhood data use and reporting system as well as to recommend a data governance system to establish a common vision for early childhood data use in the state, with key policy and program decisions to support that vision.

³ Detailed information about the HELDS implementation materials will be addressed in section "Increasing Effectiveness of Effort in Educating Families and Communities about the Importance of Quality PK-3".

PROGRESS TOWARD GOALS

ENHANCED ALIGNMENT OF PK-3 PRACTICES AND POLICIES WITHIN COMMUNITIES AND STATEWIDE

Hawai'i P-3 understands that building and strengthening partnerships aligning policies and practices that bridge ECE and K-12 systems at both community and state levels are essential in achieving improved student outcomes.

ALIGNMENT WITHIN THE FIVE DEMONSTRATION PROJECT COMMUNITIES

Network of five cross-sector P-3 demonstration projects

Hawai'i P-3 continues to support community-based, cross-sector partnerships in five communities with low-income, under-represented populations with little access to high quality learning environments. These five demonstration projects form a network of school partnerships implementing P-3 programs, generating and disseminating new knowledge as well as informing the best practices critical to reducing achievement gaps based on socioeconomic status and ethnicity.

The HI P-3 demonstration projects are located in communities with large percentages of vulnerable groups of students. Those communities are:

- Nānākuli - Wai'anae Complex on the island of O'ahu (2009)
- Farrington Complex on the island of O'ahu (2009)
- Windward District on the island of O'ahu (2010)
- Honoka'a Complex on the island of Hawai'i (2010)
- Ka'u-Kea'au-Pahoa Complex on the island of Hawai'i (2011)

The conceptual design of the projects includes research-based and developmentally appropriate practices, focused on seven interconnected areas:

1. Leadership for Literacy
2. Standards, Curriculum and Assessment
3. Instruction
4. Teacher Professional Development
5. Comprehensive Early Learning Services/Access to 0-5 Opportunities
6. Family-School Transitions and Partnerships
7. Data

This framework converges around literacy, addresses structural barriers and outlines key elements of effective early education programs. The framework identifies cross-cutting principles for strengthening the P-3 alignment. Delineated below are just some of the 2013 highlights of activities across the five HI P-3 demonstration projects, guided by seven focus areas of the P-3 framework.

Focus Area 1: Leadership for Literacy—administrators provide strategic vision and leadership for literacy instruction.

- All five demonstration projects identified a community-based P-3 leadership team representative of the P-3 sectors - at least one member from an early learning and development program and from the HIDOE system. Collectively the five P-3 leadership teams represent fifteen (15) early learning and development communities, including Head Start programs, private preschool providers, Kamehameha Schools, early intervention home visiting programs and Family-Child Interaction Learning programs, and forty-seven (47) HIDOE elementary schools. The leadership team convenes regularly as a professional learning community to assess and execute plans supporting project goals, outcomes and objectives. From these meetings, community-based initiatives are introduced, implemented, monitored and evaluated. The following lists some of the initiatives:
 - o Use of CLASS scores in both ECE and K-3 classrooms to inform teacher professional development needs;⁴
 - o Cross-visitation between the ECE and K practitioners to promote horizontal alignment of curriculum and assessment;
 - o Cross-training with ECE and K-3 educators to improve instructional practices that are developmentally appropriate; and
 - o Emphasis of family partnership and engagement at community level to support parents' role as co-producers of good outcomes for their children.

⁴ Classroom Assessment Scoring System (CLASS), published by Teachstone, Inc., is a research-based observation tool to help teachers and schools improve the quality of their interactions with students.

Focus Area 2: Standards, Curriculum and Assessment—horizontal and vertical alignment to ensure seamless transitions.

- In the Nānākuli - Wai'anae demonstration project, 14 ECE teachers and 21 kindergarten teachers of six elementary schools participated in the Teacher Collaboration Week to help transition new kindergarten students into their respective kindergarten classrooms.
- The Windward demonstration project had 53 ECE practitioners and 31 K teachers attend their transition conference to ensure seamless transition for young children who are leaving one early learning setting to another.

Focus Area 3: Instruction—quality classroom instruction is developmentally appropriate and grounded in research-based practices.

- All five demonstration projects continue to build capacity of CLASS certified observers to be deployed to ECE and elementary school classrooms to observe teacher-child interactions. Collectively, there are over fifty (50) Pre-K and K-3 CLASS observers in the state.
- The Windward demonstration project began training of coaches using the MyTeachingPartner (MTP) model⁵ to improve classroom instruction and teacher interaction with students.
 - Number of coaches trained in MTP model: 4 coaches
 - Number of ECE teachers coached by trained coaches: 9 teachers
 - Number of K-3 teachers coached by trained coaches: 10 teachers

Focus Area 4: Teacher Professional Development—educators trained in research-based developmentally appropriate practices.

- In the Farrington demonstration project:
 - A total of 64 preK and K teachers participated in an all-day training on Basics of Assessment: A Primer for Early Childhood Professionals (McAfee, Leong & Bodrova, 2004) to increase their understanding of child assessment, including definition and overview of basic assessment concepts, to help educators on how to assess young children's development and learning; and

- Thirty-three (33) preK teachers and assistant teachers received one-on-one coaching to strengthen instructional practices through a project-based learning method.

- The Nānākuli - Wai'anae demonstration project partnered with Honolulu Community College to develop a job-embedded professional development program and offered a three-credit bearing course titled "Creating Quality Learning Experiences for Young Children." A total of fifteen (15) Keiki Steps teachers completed this course to incorporate developmentally appropriate practices into their lesson plans.

Focus Area 5: Comprehensive Early Learning Services/ Access to 0-5 Opportunities—more young children participating in quality/effective early learning experiences.

- To increase the accessibility in areas with limited number of early learning programs, both Honoka'a and Ka'u-Kea'au-Pahoa (KKP) demonstration projects supported the delivery of family-child interaction learning programs, Play and Learn groups, in their demonstration communities. An average weekly attendance at these Play and Learn groups fluctuated depending on the weather and family access to transportation and/or employment.
 - Attendance at two Play and Learn groups in Honoka'a ranged from 8 to 20 child-family pairs.
 - Attendance at two Play and Learn groups in KKP averaged 13 child-family pairs.
- By leveraging resources, the Nānākuli - Wai'anae demonstration project conducted over 2,200 household recruitment door knocks and assisted in enrolling 66 children into ECE programs in the community.

Focus Area 6: Family-School Transitions and Partnerships—families and education programs partner to support children's learning.

- The Farrington demonstration project financed literacy related training opportunities for parents in four ECE classrooms and six of the elementary schools to support parents' understanding of early literacy and child development. In this grant period, twenty-three (23) parent education/training events were held with at least three parents in attendance per event.

5 MyTeachingPartner™ (MTP™) is a CLASS-based coaching model through Teachstone, Inc.

- The Honoka‘a and KKP demonstration projects connected the families to family activities sponsored by the elementary schools to increase parent participation to support their children’s learning and literacy development. Honoka‘a P-3 created a handout for parents outlining story extenders for the monthly Principal’s Book of the Month event, and KKP P-3 developed and distributed “Family Literacy” brochures at family/child school events to promote and support school readiness and early literacy development at home.

Focus Area 7: Data—student-level enrollment and assessment data are used to improve curriculum.

- The Farrington demonstration project collected Peabody Picture Vocabulary Test (PPVT)⁶ scores of 336 preK and 452 kindergarten students. PreK and kindergarten teacher trainings were held to review the student data to inform instruction.
- A student data matching activity that began in 2011 to determine a match rate with HIDOE student level data expanded to include the largest Head Start grantee in Hawai‘i. A preliminary analysis of over twelve years of student data records showed a successful alignment with HIDOE data at a 92% match rate.

Cross-project Alignment and Capacity Building of the Project Coordinators

To support the P-3 demonstration projects with their work and align their P-3 efforts across the five demonstration communities, the HI P-3 staff convened bi-monthly project coordinators’ meetings to share strategies, successes and lessons learned, as well as provide national, state and Hawai‘i P-20 updates relating to early learning and development. Moreover, HI P-3 staff facilitated a quarterly professional development series to promote cross-site learning and build professional capacity of the coordinators and their leadership team as a means to sustain P-3 work at the community level.

For this grant period, six coordinators’ meetings and three professional development workshops were held. At each of the coordinators’ meetings, one focus area of the P-3 framework was identified and coordinators were asked to share their activities, outcomes and challenges, if any, around that focus area. The contents of the professional development series were as follows:

- In January, John Welsh, Principal at the Naval Avenue Early Learning Center in the Bremerton School District in Washington State, was invited to speak with the coordinators and their respective DOE partners, and share how he has reconstructed a K-5 school to a PreK-3 school that serves students from birth through grade 3;
- In April, “Introduction to Grant Writing” was facilitated. In addition to “how-to’s”, the HI P-3 staff provided website information on potential funders; and
- In July, “Using Technology Efficiently: an Introduction” session was held to provide tutorials on Microsoft Excel and Word computer programs as well as overview on Google Docs.

ENHANCEMENT OF STATEWIDE ALIGNMENT

The National Governors Association (NGA) Policy Academy

In March, the Director of EOEL, HIDOE Assistant Superintendent of Office of Curriculum, Instruction and Student Support, and HI P-3 Director of Early Learning attended a policy forum in Philadelphia hosted by the NGA Center, in collaboration with the Council of Chief State School Officers. Hawai‘i was one of 28 states invited to participate in helping policy leaders from governors’ offices, state education agencies, and early learning offices develop and implement comprehensive birth through third grade standards that give students the necessary foundation for college and career readiness.

Following this policy forum, the EOEL, in partnership with HI P-3, submitted an application to NGA to join a multi-state policy academy to improve early learning outcomes from early childhood through 3rd grade. In June 2013, NGA announced Hawai‘i as one of six states to participate in a joint effort to build awareness and commitment among parents, educators and board of education officials to support a continuum of high-quality opportunities for early learning, as well as develop and begin to carry out a state-specific plan to implement learning objectives.

⁶ *Peabody Picture Vocabulary Test, Fourth Edition (PPVT™-4)*, published by Pearson Education, Inc., measures receptive vocabulary for Standard American English.

The Hawai'i team consists of representatives from HI P-3, EOEL, DHS, HIDOE and UH. This leadership team is tasked with developing a statewide action plan on creating an assessment strategy that is comprehensive and aligned with early childhood through third grade. Through NGA's support, the team is provided with an access to national experts on assessment, current research on identifying appropriate child assessments, and support in integrating this knowledge in current program and policies.

Leveraging Resources in the Implementation of CLASS

Hawai'i P-3 and the P-3 demonstration projects have invested much of their efforts on the CLASS tool to provide targeted and sustained feedback to program and teachers in both ECE and elementary settings. The HI P-3 team continued to convene the ten (10) practitioners, representing Head Start, Kamehameha Schools, private preschool agencies and QRIS to share their current CLASS implementation activities and their agency-specific resources.

In addition, HI P-3 hosted a "double coding session" in May 2013 as a calibration activity for the observers of entities using the CLASS tool. Overtime, research has found that classroom coders gradually adopt coding biases. As a result, a calibration session option is introduced to ensure that everyone who is observing classrooms continues to see through the "CLASS lens", countering the likelihood of experiencing coding biases. A total of nine (9) observers participated in this double coding session with a master coder from Teachstone. The observers represented HI P-3, a Head Start program, a private preschool program, and the QRIS administrating entity.

2013 National QRIS Conference

A team of eight representatives from HI P-3, EOEL, DHS, Center on the Family, HAEYC, and PATCH participated in the National QRIS (Quality Rating and Improvement System) Conference in Summer 2013 in Washington D.C. DHS as the lead agency of the QRIS project⁷ in Hawai'i invited HI P-3's participation to support the continuous quality improvement in the licensed early childhood education and care programs. Sessions included both researchers sharing the latest studies and promising practices, and state leaders contributing about what those studies mean in terms of actual practice in their states.

Moreover, the Center on the Family, the QRIS administrator, invited the HI P-3 staff to participate in their environmental rating scale (ERS) assessor trainings to increase the number of reliable assessors for the QRIS pilot. The HI P-3 staff completed a two-day virtual pre-training session with the affiliate trainer and a three-day on-site reliability training/testing session with the author of the ERS tools to become reliable.

Hawai'i Individualized Kindergarten Inventory of Developing Skills (HIKIDS) pilot

To support the horizontal and vertical alignment of assessment between ECE and Kindergarten grade, HI P-3 launched the use of Teaching Strategies GOLD® (TS GOLD) in Fall 2012 as an online assessment tool that measures kindergarten readiness. From a cohort of 24 teachers from 12 elementary schools, the pilot program expanded to 144 kindergarten teachers from 40 HIDOE elementary schools statewide by Summer/Fall 2013. With assistance from the Complex Area Superintendents (CASs) and interested principals, seven TS GOLD teacher training and two TS GOLD administration training sessions were planned and conducted at elementary schools on O'ahu and Hawai'i Island in July/August, in preparation for incoming Kindergarten students of School Year 2013-2014.

With 144 kindergarten teachers piloting the TS GOLD, information about kindergarten readiness of 3,353 kindergarten students has been reported. A preliminary summary report indicated that the following percentage of kindergarten students were within the widely held expectation upon kindergarten entry within the corresponding developmental domains:

- 12% of K students in the social emotional domain;
- 16% of K students in the physical-gross motor domain;
- 24% of K students in the physical-fine motor domain;
- 7% of K students in the language domain;
- 6% of K students in the cognitive domain;
- 18% of K students in the literacy domain; and
- 5% of K students in the mathematics domain.

In addition, the Assistant Superintendent of the HIDOE Office of Curriculum, Instruction and Student Support requested HI P-3 to help develop a 5-minute video to promote the use of individualized kindergarten readiness assessment process statewide. The task

⁷ QRIS project, under the Hawai'i's Quality Care Program (QCP), is funded by DHS and administered by Center on the Family. It is a voluntary program that began its pilot project in February 2012 to assess, improve and communicate the level of quality in all types of child care settings.

involved selecting and scheduling exemplar schools and teachers; interviewing CASs, principals, curriculum coordinators, and kindergarten and special education teachers as well as Head Start teachers; providing written scripts; and working directly with a HIDEOE consultant to edit the video clips into a final product. The video is to be shown at the NGA Policy Academy Grant Convening in Hawai'i in January 2014.

Privacy and Security in Early Childhood Data Use

Upon completion of the early childhood data sharing and reporting needs assessment, a team of Hawai'i P-20 staff, including HI P-3, was invited by the DOH Early Intervention Coordinator to participate in a state team meeting/workshop focused on protecting child and families' privacy and security around the use of early childhood data. The event, held in September, was sponsored by the State Support Team, Privacy Technical Assistance Center, and The Center for IDEA Early Childhood Data Systems (DaSy) to support states in developing or enhancing Part C and Part B Section 619 (Part B 619) data systems, and to assist Part C and Part B 619 state agencies in participating in the development of integrated early childhood data systems and longitudinal data systems within the states. The Hawai'i P-20 team, along with Part C staff, participated in state interactive sessions to identify missions and goals of state's early childhood data system, identify and prioritize the roles of the data system and the data governance, and outline privacy concerns. In moving forward, the Hawai'i team decided to reconvene back in Hawai'i and include the Part B partners in an ongoing conversation to bridge the two data points.

Hawai'i Early Childhood Action Strategy Initiative

In July 2012, the EOEL was charged with coordinating efforts on behalf of young children, prenatal to age eight, by developing partnerships and alignment of policies and programs to achieve improved outcomes in health, safety, and school readiness and success. Launched in 2012, the Hawai'i Early Childhood Action Strategy Initiative, "Taking Action for Hawai'i's Children" incorporated six priority goals statewide as the building blocks for the establishment of a comprehensive and integrated early childhood system.⁸

In November 2013, EOEL called an All Team's meeting for the Phase II implementation of the Action Strategy,

with a charge to bring at least five new critical colleagues to expand participation and expertise. The six priority goals were revamped and introduced as six critical focus areas with objectives, specific strategies and tactics. The focus areas are Healthy and Welcomed Births; Nurturing and Safe Families; On-track Health and Development; Equitable Access to Programs and Services; High-quality Early Learning Programs; and Alignment and Transition Support to K-3. Over 100 participants from public and private sectors attended this meeting. New work groups were established in aligned with the focus areas. The HI P-3 staff and P-3 demonstration site coordinators committed to support this effort and have signed up to work in focus areas four, five and six.

LESSONS LEARNED

- The bi-monthly cross-project coordinators' meetings continued to be instrumental in aligning best practices and identifying resources that could be shared across the demonstration communities and building professional capacity of the project coordinators. Through these meetings, HI P-3 observed that the sites with strong ECE – HIDEOE partnerships were more effective in their P-3 work. As such, the demonstration projects continued to engage in activities that promote the collaboration between the two sectors.
- Although the teachers had attended the initial two-day teacher training session for TS GOLD because it is a new system, additional follow-up training sessions and refresher meetings were necessary for teachers to implement the tool effectively in their classrooms. The teachers had erroneously used the tool as an individual testing instrument and took more time than necessary to complete the Kindergarten Entry Assessment survey. At these trainings and meetings, the concept and practice of progress-monitoring and ongoing formative assessment of everyday experiences were reintroduced, as well as small group work sessions were included to give teachers the opportunity to align their current Kindergarten curriculum with the TS GOLD objectives, specifically around social/emotional and physical development domains. Furthermore, HI P-3 is convening a professional/peer learning community within the HIDEOE complex areas, along with their preschool teachers of their feeder programs to share experiences and align the use of TS GOLD in both early learning settings.

⁸ See details and implementation progress at <http://earlylearning.hawaii.gov>.

- A surprising turn of events occurred in July 2013 when Governor Abercrombie announced the appointment of Dr. GG Weisenfeld, the P-3 Director of Early Learning, as the new Director of the Executive Office on Early Learning. This was a positive indication of state's visible leadership position in embracing the P-3 approach in strengthening the early learning and development system in Hawai'i with the recognition that early learning included the K-3 grades. Because of the nature of the previous relationship with the new Director, the partnership and communication with EOEL will sustain in supporting and promoting the alignment of P-3 practices and policies both at the community and state-level.

With Dr. Weisenfeld moving to EOEL, two positive unexpected outcomes materialized:

1. Restructuring of the HI P-3 Initiative staffing: In lieu of hiring a P-3 Director of Early Learning, a decision was made to rename the director's position to "P-3 Project Manager" and the P-3 Operations Specialist position to "P-3 Education Specialist." Because of her deep experience working in the early childhood field and expertise with the P-3 demonstration projects, the P-3 Operations Specialist, Kim Guieb, applied for and was chosen as the P-3 Project Manager, heading up the entire Hawai'i P-3 initiative. Based on the time commitment and professional development needs of the kindergarten teachers in the HIKIDS pilot, Kimberly Itagaki, a Head Start teacher mentor with over three years of working experience with TS GOLD (since its launch in 2010), was hired as the P-3 Education Specialist to support the successful implementation of the pilot project, as she serves as a coach, mentor, and technical support specialist to teachers unfamiliar with TS GOLD.
2. Hawai'i P-20 taking the lead in representing the State in the Campaign for Grade Level Reading Network⁹: In May 2013, EOEL submitted an email with an intent to join the Campaign for Grade Level Reading Network using the Action Strategy plan as the state level plan to support the third grade reading proficiency. In response to this "letter" of intent, communication

between the Campaign and EOEL proceeded to include Hawai'i in the second cohort of communities/states to participate in this nationwide network to improve third grade reading outcomes. In December 2013, Hawai'i P-20 was invited to a conference call with EOEL to decide officially whether to have Hawai'i affiliated with the network. Because the mission statements of both Hawai'i P-20 and Hawai'i P-3 align with that of the Campaign, EOEL highly recommended that Hawai'i P-20 be the lead agency to represent the State's efforts to improve third grade reading proficiency. Before the end of 2013, Hawai'i P-20 made the decision to be the primary point of contact with the Campaign with EOEL as the secondary contact point. As the state's lead, the HI P-3 staff will join in a monthly conference call with all other state leads and also participate in a periodic face-to-face convening of state leads by the Campaign.

⁹ The Campaign for Grade-Level Reading is a collaborative effort by foundations, nonprofit partners, states and communities across the nation to ensure that more children in low-income families succeed in school and graduate prepared for college, a career and active citizenship. For detailed information, see <http://gradelevelreading.net>.

PROGRESS TOWARD GOALS

INCREASED EFFECTIVENESS OF EFFORT IN EDUCATING FAMILIES AND COMMUNITIES ABOUT THE IMPORTANCE OF QUALITY PK-3

Authentic and respectful relationships between families, practitioners and programs are critical to ensure a partnership in which all are working together to improve outcomes for young children. Hawai'i P-3 recognizes that schools alone cannot meet students' needs, especially the needs of those students who are the most disadvantaged, and that families play significant roles in supporting their children's learning. As such, students need the benefits of an integral approach, in which an array of family, school and community supports complement one another and encourages learning and development from birth to young adulthood.

Hawai'i P-3 has supported the following community-based capacity building opportunities to educate and promote HI P-3 work.

Development and Release of the HELDS Implementation Guides

In collaboration with EOEL, HI P-3 selected twelve projects through a Request for Proposal (RFP) process to develop materials that help support the successful implementation of the Hawai'i Early Learning and Development Standards (HELDS) across Hawai'i's diverse early learning settings.

The supplemental materials of the selected projects range from web-based resources, curriculum guides and crosswalks, developmentally appropriate activities, communication tools, training framework and guides, visual displays and video for early childhood administrators, practitioners and families.

The status of the projects is listed below:

1. Continuum of Learning (Birth to Kindergarten): The contents of the professional training resource materials are completed and are being re-formatted into a booklet.

2. Crosswalk of the HELDS with Hawai'i Preschool Content Standards¹⁰: A draft of "Hawai'i Preschool Content Standards and HELDS: Working Together" included guiding principles and examples of performance indicators. The document is currently being reviewed by a work group comprised of early childhood education faculty members.
3. Head Start Alignment Matrix: The crosswalks of the HELDS with the Head Start Child Development Early Learning Framework (HSCDELFF) and the Early Head Start (EHS) Program Performance Measures are completed and will be posted on the HI P-3 website.
4. HELDS Door Poster: The door poster summarizes the expectations of what a child should be able to do from ages birth to kindergarten entry. One thousand three hundred (1,300) were printed and distributed to the participants of the HAEYC 2013 Leadership Symposium & Early Childhood Conference in October 2013. An additional 160 posters were distributed to HIDOE Special Education preschool classrooms, Head Start programs and private preschool programs statewide. It is noteworthy to mention that the HELDS poster was also shared at the National Conference of the State Legislatures (NCSL) Early Learning Fellows Program by Senator Jill Tokuda. Senator Tokuda, the Chair of the State Senate Committee on Education, is a member of the fellows program and distributed 40 posters to her fellow members at the end of the year meeting in early December 2013.
5. HELDS Video Project: A video production company, experienced in working with early childhood providers, is producing a series of five video segments that align with the five domains of the HELDS: Physical Well-Being; Health and Motor Development; Social and Emotional Development; Approaches to Learning; Cognition and General Knowledge; and Language and Literacy. The selection and filming of early childhood programs

¹⁰The Hawai'i Preschool Content Standards was released in 2003 to serve as a guide to curriculum planning for early learning and development programs with four-year-olds to assist preschool teachers and administrators in shaping a meaningful and well-rounded daily program for children. It included learning opportunities and examples of what most children are able to do by the end of preschool.

are completed. The company is working on editing the clips into a final video program. The video series will be used for teacher in-service trainings.

6. Including Down Syndrome: The developmental log/progress charts aligned with the HELDS and a parent information sheet were completed. Upon review, the developmental log/ progress charts appeared to be a screener/assessment, which may not be an appropriate use of the HELDS, at this time. This resource will be reviewed by a work group as well.
7. Infant and Toddler Guides (3 Guides): The HELDS-related Guides, one for each of the following age groups: Infant (ages birth to 8 months), Explorer (pre-toddler, ages 8 to 18 months), and Toddler (ages 18 to 24 months), were completed and reformatted as tri-fold information materials to be used by caregivers and practitioners. The Guides are posted on the Hawai'i P-3 website.
8. Ka Pa'alana Homeless Family Education Program – FCIL¹¹ Curriculum: Three thematic units (Plants, Community Helpers, and Ocean) with overviews were developed to demonstrate how the HELDS can be used as a curriculum framework. Each unit includes lesson plans that integrate the HELDS, STEM (Science, Technology, Engineering and Math) and Native Hawaiian culture into the curriculum.
9. Language Milestone Checklists and Language Arts Parent/Caregiver Activity Sheets: The language milestone checklist from birth to sixty months and a series of sequenced activity sheets have been developed. The completed documents have been reviewed and will be re-formatted into a web-friendly resource.
10. Montessori Curriculum with the HELDS: The crosswalk matrix between the Montessori Curriculum and the HELDS was created to align activities in the Montessori Primary with the five domains of the HELDS. The completed matrix will be posted on the HI P-3 website.
11. 'Ohana Math: Resources for Families to Extend Children's Mathematics and Numeracy Learning: A set of four family math backpacks with activity guides has been developed to promote family involvement and children's early mathematical learning. With an additional funding from EOEL, 150 sets of the backpacks have been replicated.

The math backpacks will be used as a training material for early learning and development practitioners to encourage the support of the HELDS mathematics and numeracy standards into the classrooms and communities.

12. Using HELDS to Build Teachers' Understanding of Children's Development Through Blocks: This completed professional learning module focuses on introducing the theory of block play and developing skills in observing and analyzing children's block play across different standards of the HELDS. Because of the size of the project, a shorten version has been uploaded onto the HI P-3 website.

Development and Release of the Family Partnership Guidelines for Early Childhood Settings (Birth to 3rd Grade)

The development of family partnership guidelines is an attempt to support practitioners, programs and schools serving children birth through third grade in providing authentic and respectful relationships with families and to establish partnerships that will result in improved outcomes for young children. Prior to the release of the final document, HI P-3, in collaboration with EOEL and Family Hui, convened fifteen (15) focus group discussions statewide to gather information from families and providers of children age birth to 8. A total of 191 people participated in the focus groups on 4 islands and 7 regions of the State. The focus groups were hosted by a wide range of organizations and participants included families as well as representatives from five types of child care settings: Family Child Care, Center-Based Care, Family Child Interaction Learning, Home Visiting Programs, and K-3 schools. The comments and suggestions from the discussion sessions, written feedback and online surveys were compiled anonymously, typed, and read through by HI P-3 to extract the most common broad themes. Based on the indicator feedback, HI P-3 revised and completed the final draft of the Family Partnership Guidelines for Early Childhood Settings (Birth to 3rd Grade) Report in August 2013. The Report was submitted to EOEL for approval and distribution. Based on this report, EOEL drafted, printed and released the Family Partnership Guidelines in August 2013.

¹¹ FCIL: Family-Child Interaction Learning program is a family based educational program that provides direct services to families, including parent learning time as well as child learning time on an average of 3 hours per day, 3 days a week. FCIL is known by many different titles, such as parent-child interaction program, play and learn groups, family literacy program, traveling preschool, family education, and parent participation preschool.

Kindergarten Age Change

In an ongoing effort to support and help prepare for the kindergarten entry age change starting August 2014¹², HI P-3 participated in a multi-departmental (HIDOE, EOEL, DHS and DOH) and cross-sector (private and public) work group to provide a series of resources for families, preschool providers and HIDOE staff. Specifically, HI P-3 worked on a kindergarten information flyer and coordinated partners in translating the information into different languages. The HI P-3 staff was also invited to speak at the joint informational briefing of the Senate and House Committees on Education to share how HI P-3 is supporting this change and providing assistance to early learning and development programs to enhance their curricula to meet the individual needs of their late-born four-year-old children.

LESSONS LEARNED

- Although the RFP process provided an opportunity for a number of early childhood programs to develop resources and materials to support the implementation of the HELDS, it was identified that the Native Hawaiian language acquisition strand needed to be included with additional information about the difference between socio-emotional development of children in the Native Hawaiian language medium education and English language education system. A local philanthropic foundation has voiced its support of this proposal and contacted Hawai'i P-20 to spearhead this project. This project is anticipated to start early next year with assistance from University of Hawai'i at Hilo, College of Hawaiian Language.
- Similar to the HELDS roll-out, one of the recommendations from the focus group sessions of the Family Partnership Guidelines included the development and design of tool kits for different early learning and development settings as implementation resources. Because family partnership is identified as one of the six core factors of EOEL's Action Strategy and emphasized in the focus area of "High Quality Early Learning Programs", HI P-3 will join this work group to leverage funds to support the development of these tool kits.
- As the early childhood programs and HIDOE elementary schools prepare for the change in the Kindergarten entry age, beginning Fall 2014, it became evident that a number of ECE programs were unsure of how to adjust their curricula to accommodate those children who would be attending their program for additional year(s). With EOEL's leadership, HI P-3, HAEYC and Windward P-3 met and brainstormed training modules that would best support these programs, focusing on their curriculum and its alignment with the HELDS, in meeting the school readiness needs of their older preschoolers.
- The Hawai'i P-3 Initiative continues to have a positive presence in various community-based and statewide work groups. In addition to the aforementioned work groups, HI P-3 was involved in the following local committees and organizations:
 - Choice Neighborhood Initiative Education Task Force
 - DHS Childcare Advisory Committee
 - Early Learning Advisory Board
 - EOEL Action Strategy work groups four to six
 - Hawai'i Association for the Education of Young Children
 - Hawai'i Careers for Young Children
 - Head Start Association of Hawai'i & Outer Pacifics
 - Kaulanakilohana (an early childhood faculty committee)
 - Kia'ika'ike Directors Association
 - State STEPS Team

¹²As required by Act 178, Session Laws of 2012, a child must be five years old on or before July 31 of the school year to enter kindergarten. Previous to this Act, children were allowed to enter kindergarten if they turned five on or before December 31. This change in date aligns Hawai'i with the vast majority of states, which has kindergarten age requirement.

PROGRESS TOWARD GOALS

IMPROVED INTERMEDIARY OUTCOME MEASURES FOR THE GOAL OF EVERY CHILD READING ON GRADE LEVEL BY THE THIRD GRADE

Hawai'i P-3 considers third grade reading proficiency as a critical benchmark for children as they progress through the early part of the educational pipeline. In Hawai'i, 71% of third graders are reading at grade level as measured by the Spring 2013 Hawai'i State Assessment (HSA), a marked increase from 62% in 2007.

Table 1: Hawai'i P-3 Statewide Indicators

Indicator and Measure	2006	2007	2008	2009	2010	2011	2012	2013
Children reading at grade level by grade 3. Percentage of third grade students statewide who met or exceeded proficiency as measured by the Hawai'i State Assessment.	62%	62%	62%	62%	69%	65%	70%	71%
Children entering Kindergarten with preschool experience. Percentage of Kindergarten who attended preschool as measured by the Hawai'i State School Readiness Assessment	58%	61%	60%	61%	60%	59%	58%	57%
Schools with well established early childhood practices and policies. Percentage of schools with transition plans from home/preschool to school as measured by Hawai'i State School Readiness Assessment	23%	29%	34%	26%	30%	36%	32%	33%

Data Source: Hawai'i State Department of Education Systems Accountability Office: <http://arch.k12.hi.us/schools/trends/trends.html>

The Spring 2010 HSA results of grade level proficiency at grade 3 serve as a baseline measure for the Windward and Honoka'a demonstration projects, both launched in Fall 2010. Similar to the State and non P-3 participating schools, both project communities experienced a decrease in student performance from School Year 2009-2010 to School Year 2010-2011: 75.1% to 73.7% in Windward and 64% to 51% in Honoka'a. However, in School Year 2011-2012, third grade proficiency increased by as much as 11% in Honoka'a and by 6% in Windward district within one year.

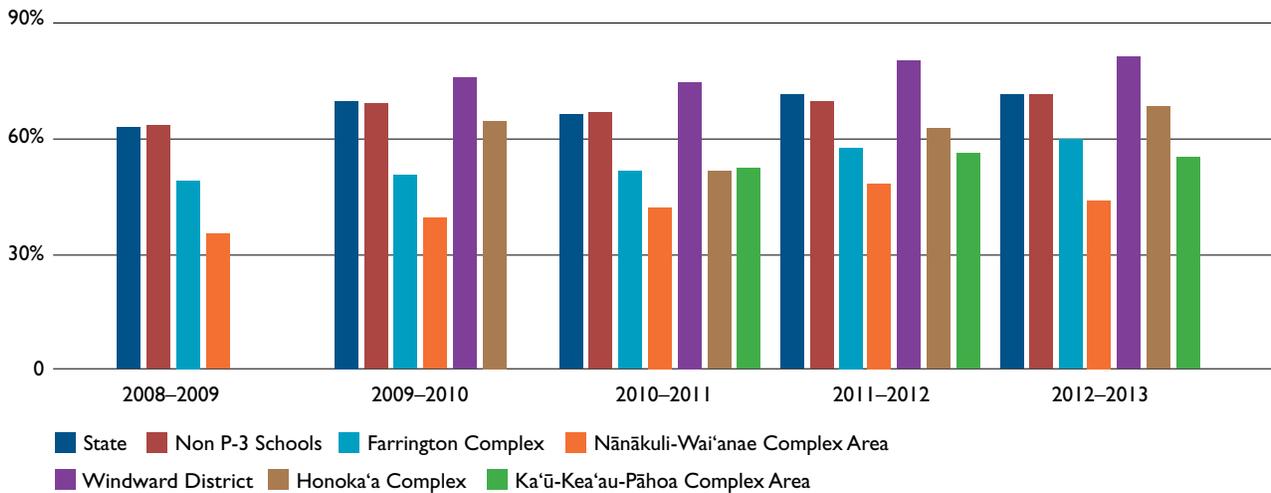
Table 2: Percent of Grade Three Students Proficient in Reading on HSA

School Year	State	Non P-3 Schools	Farrington Complex	Nānākuli-Wai'anae Complex Area	Windward District	Honoka'a Complex	Ka'ū-Kea'au-Pāhoa Complex
2008-2009	62.4%	62.9%	48.9%	34.5%	n/a	n/a	n/a
2009-2010	69.0%	68.7%	49.4%	39.0%	75.1%	64.0%	n/a
2010-2011	65.4%	66.0%	51.1%	41.6%	73.7%	51.0%	52.0%
2011-2012	70.5%	69.0%	57.0%	47.9%	79.6%	62.1%	55.6%
2012-2013	71.0%	71.3%	59.3%	43.8%	81.1%	67.9%	54.1%

Data source: State of Hawai'i Department of Education Systems Accountability Office - State Summary of School Trend Report.

Both Nānākuli-Wai'anae and KKP project communities experienced a decrease in student performance from School Year 2011-2012 to School Year 2012-2013: 48% to 44% in Nānākuli-Wai'anae and 56% to 54% in KKP Complex. These two complex areas are identified as the Zones of Innovation Schools, where the lowest performing schools are located. It is anticipated that the additional support and resources as Zones complexes would result in closing the student achievement gaps of these schools.

Figure 1. Percent of Grade Three Students Proficient in Reading on HSA:
School Year 2008–2009 to School Year 2012–2013



Note: In School Year 2008-2009, elementary schools in the Windward district, Honoka'a complex and Ka'u-Kea'au-Pahoa complex area were included in Non P-3 Schools, and in School Year 2009-2010, schools in the Ka'u-Kea'au-Pahoa complex area were also considered Non P-3 Schools. Baseline year for Farrington and Nānākuli - Wai'anae complex area is School Year 2008-2009; for Windward district and Honoka'a complex, School Year 2009-2010; and for Ka'u-Kea'au-Pahoa complex area, School Year 2010-2011.

Data source: State of Hawai'i Department of Education Systems Accountability Office - State Summary of School Trend Report.

LESSONS LEARNED

- The five demonstration projects clearly understand the importance of horizontal and vertical alignment of standards, curriculum, pedagogy and assessment for student success. As a result, their focus has been in the transition between early learning and kindergarten. However, the project sites recognize that the goal is to engage all grade levels from preK to grade 3. To be successful in P-3 work, the project sites are also cognizant of taking small steps, such as working with preK and kindergarten first year, and expanding the work to upper grade levels subsequent years to build upon each win.
- To ensure that a child will read at grade level by grade 3, a strong foundation must be in place from earlier years. To increase the number of kindergarten-entry children with preschool experience, the demonstration projects are engaging and collaborating with community service providers to coordinate access to early learning programs, including sharing of resources, developing and distributing of referral directories, and supporting parent education activities, specifically around children's learning and literacy development.

FUTURE PLANS

STATEWIDE COORDINATION AND ENGAGING THE COMMUNITY

In order to sustain the P-3 work in Hawai'i, Hawai'i P-3 recognizes the importance of expanding the base of ECE and HIDOE leaders and educators who share a common understanding of P-3 research and best practices. The Hawai'i P-3 staff will continue to support and bring key education and development leaders together to be champions for alignment, in collaboration with the EOEL and HIDOE. In addition to continued funding of the five Hawai'i P-3 demonstration projects, projected objectives with corresponding activities and outcomes for Year 8 are listed below:

Projected Activities	Intended Goals and/or Outcomes
Build capacity of early learning and HIDOE practitioners and leaders by exploring at least two state and national conferences that focus on P-3 alignment and sustainability.	➔ Invite a team of at least three members who represent the P-3 system per conference.
Explore the possibility of creating a PK-3 administrative leadership certificate program	➔ Convene with College of Education and review University of WA certificate model; and Identify needs, if applicable.
Increase the accessibility of ECE courses online for teacher re-classification credits.	➔ Develop on-line ECE courses through the HIDOE PDE3 system.
Coordinate trainings that support successful HELDS implementation across diverse settings and audiences.	➔ Support and/or facilitate at least 10 trainings statewide.
Promote the successful implementation of the Family Engagement Standards.	➔ Facilitate the development of 4 tool kits, in collaboration with EOEL's Action Strategy focus area group; and Facilitate at least 5 focus groups, support the write-up of the draft, finalize and disseminate.
Continue to support the cross-project collaboration and capacity building of the project coordinators for the sustainability of their P-3 work.	➔ Host at least one all-day retreat with 100% participation from the coordinators; Coordinate bi-monthly meetings with 100% participation from the coordinators; and Organize at least one P-3 demo site conference highlighting their successes and lessons learned.
Sustain the number of complex areas piloting the individualized kindergarten entry assessment using GOLD.	➔ Develop an online training module; and Facilitate at least 2 teacher trainings with at least 85% teacher participation.
Expand the use of GOLD as a formative assessment tool to first and second grade classrooms	➔ Pilot GOLD as a formative assessment in at least five first and second grade classrooms
Sustain the implementation of CLASS in early learning and HIDOE classrooms.	➔ Support recertification of at least 25 CLASS reliable observers and 5 CLASS reliable trainers; and Continue to convene CLASS Consortium meetings
Support the implementation of Danielson Framework for Teaching	➔ Complete Danielson Framework for Teaching observation training.
Promote P-3 best practices of demonstration sites and HI P-3 works.	➔ Create and disseminate at least four policy briefs.
Promote a culture of data utilization and sharing to improve instruction and student outcomes.	➔ Support the facilitation of at least 10 data governance needs assessment listening tours statewide; and Submit a recommendation report to EOEL to coordinate the development ECE data sharing.

SUSTAINABILITY AND REPLICATION

Hawai'i P-3 will continue to support the building of strong partnerships among the leaders of the community, and provide opportunities for leaders to gather, share and collaborate. It is understood that although the P-3 concept is research-based and nationally recognized, the P-3 model cannot be successful without full commitment from the principals, teachers and practitioners.

With the establishment of the Executive Office on Early Learning in June 2012 and release of EOEL's Action Strategy plan, the Hawai'i P-3 team will continue to work closely with Dr. Weisenfeld and the EOEL's staff in creating, supporting and implementing a comprehensive early childhood development and learning system for young children 0 to 8. The best practices and lessons learned from the Hawai'i P-3 initiatives and from the P-3 demonstration projects will be used to inform EOEL in developing that system statewide.

Moreover, the Hawai'i P-3 staff will seek opportunities to speak at state and national conferences, such as the National Head Start Association Annual Conference & Expo and NAEYC Annual Conference & Expo, to share highlights of Hawai'i P-3 efforts and advocate for quality early learning and development programs for all children. The team will also utilize the resources made available through the Campaign for Grade Level Reading to replicate success of other states' early literacy efforts and increase visibility of the Hawai'i P-3 Initiative with the national funders to sustain P-3 work in Hawai'i.

DISSEMINATION

Evaluation findings and Hawai'i P-3 progress will be shared and disseminated through existing and other potential channels of communication (P-20 Council, ELAB, issue briefs, newsletters, professional conferences, Hawai'i P-3 and Hawai'i P-20 websites).

RAND EVALUATION REPORT

The RAND Corporation completed and finalized the year three evaluation of the Hawai'i P-3 initiative in April 2013. Similar to last year's report, the third year evaluation report presented internal, interim findings of Hawai'i P-3 progress and was noted that the report was not intended to represent final results. The report highlighted the contextual changes that the P-3 initiative had experienced in 2012 and updated the systems analysis that RAND conducted and presented in Year 1 and 2 reports. To carry out these tasks, RAND relied mainly on interviews and document reviews of the logic models and progress reports of the P-3 demonstration projects and Hawai'i P-20. The findings were organized according to seven focus areas and rely on the five-component systems-change framework of Hawai'i P-20. The demonstration project leadership teams had an opportunity to review and comment before the final draft was released. The final draft of the evaluation report was distributed to the demonstration project coordinators only and was not published for public use.

HAWAII P-3 WEBSITE

The Hawai'i P-3 website is used as a vehicle to disseminate information on P-3 community-based demonstration sites, information on the HELDS and implementation resources, and state and national news pertaining to early learning and development. Visit www.p3hawaii.org.

HAWAI'I P-3 VIDEO MO'OLELO

The "Hawai'i P-3 Initiative" video mo'olelo (story), released in December 2012 by Kinetic Production, has been reformatted to a 5-minute video to be used as a short overview of the five demonstration projects. It gives the field and educated target audiences unique stories of educators, students and families of the five P-3 demonstration sites. The video mo'olelo provides an alternative means of data representation that complements and enhances existing conceptions of knowledge and experience into public form not limited by traditional means of data representation and reporting. The video has been showed at a number of community conferences. Overall, Hawai'i P-3 has received positive feedbacks from the viewers.

HAWAI'I P-3 ISSUE BRIEF

Since the publication of the first issue brief, Hawai'i P-3 as an Early Childhood System Building Initiative, in December 2012, three other issue briefs have been drafted: (1) early learning programs in HIDOE complexes, (2) family-child interaction learning programs in Hawai'i, and (3) community-wide P-3 conferences. Although it had planned to complete at least six issue briefs, highlighting specific P-3 activities of the demonstration projects, the completion of the issue briefs is slow in making. It is anticipated the drafts will be finalized and posted on the P-3 website.

LOOKING AHEAD TO 2015

For next year, the RAND Corporation will continue to evaluate P-3 activities to assess the progress that the Hawai'i P-3 demonstration project communities are making relative to project outcomes and measures. RAND will release the fourth year findings in early 2014 and its last evaluation report in early 2015. The last and final report will culminate the overall findings of the Hawai'i P-3 Initiative, since its launch in 2007. This report will be made available and disseminated.

Although the funding for the demonstration project ends in June 2014, the P-3 leadership teams are determined to stay connected and continue to convene as community leads to support the alignment of birth to eight early learning and development systems. With EOEL as the state early learning entity, the strategies and best practices of the HI P-3 projects will be sustained through the EOEL's Action Strategy priority focus areas. In implementing a comprehensive early learning and development system, all efforts to support college and career readiness by building solid early literacy foundation must involve public and private sectors with EOEL's leadership.

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APPENDIX A

SEVEN FOCUS AREAS AND CORRESPONDING OBJECTIVES OF THE HI P-3 FRAMEWORK

Focus Areas	Objectives
1. Leadership for Literacy	Administrators provide strategic vision and leadership for literacy instruction
2. Standards, Curriculum, and Assessment	Horizontal and vertical alignment to ensure seamless transition
3. Instruction	Quality classroom instruction is developmentally appropriate and grounded in research-based practices
4. Teacher Professional Development	Educators trained in research-based developmentally appropriate practices
5. Comprehensive Early Learning Services/Access to 0–5 Opportunities	Schools are a community-based hub for resources and referral to comprehensive services More young children participating in quality/effective early learning experiences
6. Family School Partnerships	Families and education programs partner to support children’s learning
7. Data	Student-level enrollment and assessment data are used to improve curriculum

APPENDIX B

HAWAI'I P-3 DEMONSTRATION PROJECT PROFILE

P-3 Demonstration Project	Elementary Schools	2013 Enrollment	Low Income (F/R Lunch)	English Language Learner	K students with prior preschool
Farrington Complex (Launched Fall 2009)	Fern Elementary	510	82%	31%	31%
	Ka'ewai Elementary	360	86%	33%	44%
	Kalihi Elementary	283	87%	44%	44%
	Kalihi-kai Elementary	612	77%	35%	32%
	Kalihi-uka Elementary	286	73%	9%	32%
	Kalihi-waena Elementary	581	82%	22%	33%
	Kapālama Elementary	671	62%	12%	66%
	Linapuni Elementary	168	94%	61%	72%
	Pu'uhale Elementary	229	82%	23%	56%
	Early Learning Programs <ul style="list-style-type: none"> • Honolulu Community Action Program • KCAA Preschools of Hawai'i • Parents & Children Together 				
Nānākuli -Wai'anae Complex Area (Launched Fall 2009)	Leihōkū Elementary	904	72%	6%	54%
	Mā'ili Elementary	956	85%	9%	35%
	Mākaha Elementary	640	86%	1%	42%
	Nānāikapono Elementary	941	86%	8%	48%
	Nānākuli Elementary	439	85%	<1%	59%
	Wai'anae Elementary	575	88%	5%	50%
	Kamaile Academy	931	n/a	n/a	42%
	Early Learning Programs <ul style="list-style-type: none"> • The Institute for Native Pacific Education and Culture • Honolulu Community Action Program • Kamehameha Schools • Keiki O Ka 'Āina 				
Honoka'a Complex (Launched Fall 2010)	Honoka'a Elementary	385	64%	5%	43%
	Waimea Elementary	552	71%	12%	62%
	Early Learning Programs <ul style="list-style-type: none"> • Hawaii Montessori Preschools • Ka Hale O Na Keiki • Kamehameha Schools • PATCH • Small World Preschool 				

P-3 Demonstration Project	Elementary Schools	2013 Enrollment	Low Income (F/R Lunch)	English Language Learner	K students with prior preschool
Windward District (Launched Fall 2010)	‘Āhumanu Elementary	349	48%	3%	86%
	He‘eia Elementary	463	56%	2%	71%
	Kahalu‘u Elementary	308	79%	2%	68%
	Kāne‘ohe Elementary	639	32%	1%	87%
	Kapunahala Elementary	587	46%	<1%	71%
	Benjamin Parker Elementary	291	69%	2%	55%
	Pū‘ōhala Elementary	249	59%	4%	70%
	Waiāhole Elementary	74	70%	3%	79%
	Hau‘ula Elementary	267	79%	4%	71%
	Ka‘a‘awa Elementary	141	58%	<1%	76%
	Kahuku Elementary	490	66%	8%	63%
	Lā‘ie Elementary	658	58%	5%	73%
	Sunset Beach Elementary	451	32%	2%	72%
	Enchanted Lake Elementary	508	36%	2%	89%
	Ka‘elepulu Elementary	178	23%	2%	93%
	Keolu Elementary	152	66%	5%	50%
	Maunawili Elementary	354	40%	1%	75%
	Blanche Pope Elementary	234	86%	2%	68%
	Waimanālo Elementary & Intermediate	508	85%	9%	64%
	‘Aikahi Elementary	470	18%	2%	82%
	Kailua Elementary	350	60%	6%	76%
	Kainalu Elementary	514	39%	2%	62%
Mōkapu Elementary	932	40%	2%	47%	
	Early Learning Programs • Honolulu Community Action Program • Kailua Early Intervention Program • Kamehameha Schools • Kane‘ohe Community Family Center			• Rainbow School • Seagull School • Tūtū and Me Program • Windward Early Childhood Services	
Ka‘ū-Kea‘au-Pāhoa Complex (Launched Early 2011)	Ka‘ū High & Elementary	566	82%	16%	71%
	Na‘alehu Elementary	388	92%	29%	43%
	Kea‘au Elementary	756	78%	14%	39%
	Mountain View Elementary	532	93%	6%	46%
	Keonepoko Elementary	609	90%	5%	58%
	Pāhoa	470	90%	7%	52%
		Early Learning Programs • Kamehameha Schools • Keiki O Ka ‘Āina			• Hawaii Montessori Schools • Parents & Children Together

APPENDIX C

EVALUATION REPORT

The following are responses to the questions outlined in the W.K. Kellogg Foundation “Annual Narrative Report Guidelines” under Evaluation Report Requirements.

I. HOW WELL HAS THE GRANT ENABLED THE HAWAII'S P-3 INITIATIVE TO IMPLEMENT STRATEGIES TO ENGAGE COMMUNITIES IN SYSTEM LEVEL CHANGE?

The W.K. Kellogg grant has been absolutely instrumental in, not only enabling Hawai'i P-3 to engage communities in system-level change, but has been essential in allowing Hawai'i P-3 and its age 0-8 work to lay a strong foundation for much of the work that the Executive Office on Early Learning (EOEL) and countless other early learning advocates and providers are carrying forward in our state. This system level change includes:

- **Systematizing cross-sector leadership meetings:** All five demonstration projects have identified a community-based P-3 leadership team representative of the P-3 sectors - at least one member from an ECE provider, early learning community and Hawai'i Department of Education (HIDOE) system. Collectively, the five P-3 leadership teams represent fifteen (15) early learning and development communities, including Head Start programs, private preschool providers, Kamehameha Schools, early intervention home visiting programs and Family-Child Interaction Learning programs, and forty-seven (47) HIDOE elementary schools. The leadership team convenes regularly as a professional learning community to assess and execute plans supporting project goals, outcomes and objectives. From these meetings, community-based initiatives are introduced, implemented, monitored and evaluated. The following lists some of the initiatives:
 - Use of CLASS scores in both ECE and K-3 classrooms to inform teacher professional development needs;
 - Cross-visitation between the ECE and K practitioners to promote horizontal alignment of curriculum and assessment;
 - Cross-training with ECE and K-3 educators to improve instructional practices that are developmentally appropriate; and
 - Emphasis of family partnership and engagement at community level to support parents' role as co-producers of good outcomes for their children.
- **Strong collaboration between Hawai'i P-3 and the Executive Office on Early Learning:**

The HI P-3 team has collaborated with EOEL and HIDOE to implement statewide initiatives for system level change:

 - National Governors Association (NGA) Policy Academy. In June 2013, NGA announced Hawaii as one of six states to participate in a joint effort to build awareness and commitment among parents, educators and board of education officials to support a continuum of high-quality opportunities for early learning, as well as develop and begin to carry out a state-specific plan to implement learning objectives. The Hawai'i team consists of representatives from HI P-3, EOEL, DHS, HIDOE and UH and is tasked with developing a statewide action plan on creating an assessment strategy that is comprehensive and aligned with early childhood through third grade.
 - The Hawai'i Early Childhood Action Strategy Initiative. This initiative is a comprehensive set of cross-sectorial action strategies to coordinate efforts on behalf of young children, prenatal to age eight, by developing partnerships and alignment of policies and programs to achieve improved outcomes in health, safety, and school readiness and success. In November 2013, EOEL revamped the six priority goals to six focus areas in moving forward from planning to implementation stage.
 - Development and release of the Hawai'i Early Learning and Development Standards (HELDS) Implementation Guides. Twelve HELDS projects were selected and funded to develop materials that help support the successful implementation of early learning standards in diverse early learning settings. To date, ten out of 12 projects are completed.

- Individualized kindergarten entry assessment (KEA) through Teaching Strategies GOLD®. TS GOLD provides information about an individual student's school readiness that would allow teachers and educators to tailor their curriculum and practices to meet the learning needs of each student. Over 150 kindergarten and special education teachers, as well as thirty-four (34) curriculum support staff and administrator from forty (40) elementary schools statewide participated in the GOLD pilot training. Currently, 144 kindergarten teachers are implementing GOLD in their classrooms.
- Development and Release of the Family Partnership Guidelines for Early Childhood Settings (Birth to 3rd Grade). The development of family partnership guidelines is an attempt to support practitioners, programs and schools serving children birth through third grade in providing authentic and respectful relationships with families and to establish partnerships that will result in improved outcomes for young children. A total of 191 people participated in the focus groups on 4 islands and 7 regions of the State. Based on the indicator feedback, HI P-3 revised and completed the final draft of the Family Partnership Guidelines for Early Childhood Settings (Birth to 3rd Grade) Report in August 2013. The Report was submitted to EOEL for approval and distribution. Based on this report, EOEL drafted, printed and released the Family Partnership Guidelines in August 2013.
- Kindergarten entry age change. In an ongoing effort to support and help prepare for the kindergarten entry age change starting August 2014, the HI P-3 staff worked on a kindergarten information flyer and coordinated partners in translating the information into different languages. The HI P-3 staff was also invited to speak at the joint informational briefing of the Senate and House Committees on Education to share how HI P-3 is supporting this change and providing assistance to early learning and development programs to enhance their curricula to meet the individual needs of their late-born four-year-old children.

2. WHAT IMPACT HAS THE KELLOGG GRANT HAD ON ENABLING THE CAPTURING THE MOMENTUM INITIATIVE TO INCREASE TEACHING AND LEADERSHIP CAPACITY PARTICULARLY AT THE EARLY CHILDHOOD LEARNING PART OF THE P-20 EDUCATIONAL PIPELINE?

- The five demonstration projects have sponsored countless community-wide professional development opportunities in their communities, including leadership symposiums and transition conferences, for practitioners, administrators and families. Collectively, over 150 ECE and DOE administrators have participated in at least one professional development activity sponsored by the demonstration projects to gain shared understanding of the P-3 principles.
- To date, a total of thirty-nine (39) ECE and K-3 teachers have received tuition assistance to enroll in the PK-3 Graduate Certificate program through the University of Hawai'i College of Education Curriculum Studies Department. To date, a total of seventeen (17) preK-3rd grade educators have completed and received their PK-3 certificate. Four of the seventeen (24%) have re-enrolled to work on their Master's degree with emphasis in ECE.
- Through the HI P-3 scholarship and reimbursement program at the demonstration project level, a total of twenty-six (26) teachers received assistances to complete early childhood courses for degree and/or certificate. Of these, one teacher has received her Master's degree in education, two teacher aides are received their Child Development Associate¹³ credential, and two teachers are received their National Board Certification.
- Collectively, over 450 ECE and K-3 teachers have participated in at least one professional development activity hosted by the HI P-3 team or the demonstration project. Topics of the activity include the use of Common Core State Standards and developmentally appropriate practices, early mathematics, and basis understanding of an assessment.

¹³ A CDA (Child Development Associate) certificate is a type of certification offered through the Council for Professional Recognition to meet an education requirement for practitioners without a degree in early childhood in order to work in the early childhood care and education field.

3. WHAT IMPACT HAS THE KELLOGG GRANT HAD ON ENABLING THE CAPTURING THE MOMENTUM INITIATIVES TO ENSURE THAT THE EDUCATIONAL PIPELINE IS RESPONSIVE TO THE DIVERSITY OF YOUR STATE?

Vulnerable students in Hawai'i are identified to be Native Hawaiian, Pacific Islanders, English language learners and low income (eligible for the free and reduced lunch program) students. In comparison to students in other ethnic groups, these at-risk groups of students score disproportionately lower on standardized measures. The top five ethnic groups across the five HI P-3 demonstration projects are Native-Hawaiian (43%), Filipino (19%), White (10%), Micronesian (8%) and Samoan (5%).

Table 1: SY 2012–2013 Background Data Information of Hawai'i P-3 Demonstration Projects				
	Total Student Enrolled*	Low Income(F/R Lunch)	English Language Learner	K-students with prior Preschool Experience
State	173,658	51.0%	8.0%	56.6%
All 5 Demonstration Projects	38,311	65.8%	8.8%	57.0%
Farrington Complex	7,978	74.5%	23.1%	47.6%
Nānākuli-Wai'anae Complex Area	8,049	78.7%	5.8%	48.2%
Windward District	15,036	47.8%	2.7%	69.5%
Honoka'a Complex	1,833	66.1%	7.1%	57.0%
Ka'ū-Kea'au-Pāhoa Complex	5,415	83.7%	10.0%	49.2%

Note: The "Total Student Enrolled" represents HIDOE official 2011-2012 public and charter school enrollment from grades K to 6.
 Data Source: Hawai'i State Department of Education Systems Accountability Office–School Status & Improvement Report and Hawai'i Public Schools – Reports, Enrollment.

The demonstration project communities in Hawai'i were chosen due to their socioeconomic, cultural and ethnic diversity. They are comprised of large percentages of vulnerable groups of students who are challenged by factors highly correlated with poor outcomes on key educational domains. According to the 2013 Hawai'i State School Status & Improvement Report, the five demonstration project communities, collectively, have a higher percentage of students who are considered low income (66%) relative to the State figures (Table 1). Interestingly, unlike previous years, the percentages of English Language Learners and kindergarten students with prior preschool experience are similar to that of the State's: 8.8% of ELL in the demonstration communities and 8.0% statewide; and 57% of kindergarten students with preschool experience reported in the demonstration communities and 56.6% statewide.

Upon review of previous years from 2008-2009 School Year to 2012-2013 School Year, the state's trend indicates that a number of students identified as English language learners is decreasing incrementally (11.2% to 8.0% in 2012-2013) whereas the number of students participating in free and reduced lunch program is increasing (42% to 51% in 2012-2013).

In the 2012-2013 School Year, among the five demonstration projects, the Windward district had the highest percentage of kindergarten students with prior preschool experience (almost seven out of ten Kindergarteners have attended preschool), followed by Honoka'a (57% - this is an 11% increase from that of last year), Ka'ū-Kea'au-Pāhoa (49%), Nānākuli - Wai'anae (48%), and Farrington (48%). The 2013 State school accountability report also indicated that about five out of six students (84%) in Ka'ū-Kea'au-Pāhoa demonstration and about four out of five students (79%) in Nānākuli - Wai'anae demonstration communities participate in the free and reduced lunch program, and about one out of four students (23%) in Farrington demonstration community are English language learners. It was recently noted that there were over twenty-seven (27) languages spoken in the Farrington complex area.

4. WHAT IMPACT HAS THE KELLOGG GRANT HAD ON ENABLING THE CAPTURING THE MOMENTUM INITIATIVE TO IMPROVE THE OUTCOMES FOR VULNERABLE CHILDREN IN HAWAII?

Hawai'i P-3 considers third grade reading proficiency as a critical benchmark for children as they progress through the early part of the educational pipeline. In Hawai'i, 71% of third graders are reading at grade level as measured by the Spring 2013 Hawai'i State Assessment (HSA), a marked increase from 62% in 2007. The HSA results for Farrington and Honoka'a complex areas and the Windward district, comprised of two HDOE complex areas, continue to be promising. Table 2 indicates that the percentage of third graders in the Farrington Complex and Windward District who met reading proficiency increased and continued to make gains from one school year to subsequent school years. Although it experienced an initial decrease, Honoka'a Complex Area has shown continuous improvement in third grade reading proficiency: 11% increase between last year (62%) and year before (51%), and 6% increase between this year (68%) from last year (62%).

Table 2: Percent of Grade Three Students Proficient in Reading on HSA

School Year	State	Non P-3 Schools	Farrington Complex	Nānākuli-Wai'anae Complex Area	Windward District	Honoka'a Complex	Ka'ū-Kea'au-Pāhoa Complex
2008–2009	62.4%	62.9%	48.9%	34.5%	n/a	n/a	n/a
2009–2010	69.0%	68.7%	49.4%	39.0%	75.1%	64.0%	n/a
2010–2011	65.4%	66.0%	51.1%	41.6%	73.7%	51.0%	52.0%
2011–2012	70.5%	69.0%	57.0%	47.9%	79.6%	62.1%	55.6%
2012-2013	71.0%	71.3%	59.3%	43.8%	81.1%	67.9%	54.1%

Data source: State of Hawai'i Department of Education Systems Accountability Office—State Summary of School Trend Report.

Both Nānākuli-Wai'anae and KKP project communities experienced a decrease in student performance from School Year 2011-2012 to School Year 2012-2013: 48% to 44% in Nānākuli-Wai'anae and 56% to 54% in KKP Complex. These two complex areas are identified as the Zones of Innovation Schools, where the lowest performing schools are located. It is anticipated that the additional support and resources as Zones complexes would result in closing the student achievement gaps of these schools.

5. HOW WELL HAS THE KELLOGG GRANT ENABLED THE HAWAII'S CAPTURING THE MOMENTUM INITIATIVE TO ENSURE THAT THE EDUCATIONAL PIPELINE PROMOTES LITERACY/READING SKILLS BY GRADE THREE AS PART OF THE LEARNING PROCESS?

- To promote and support school readiness and early literacy development at home, Honoka'a P-3 created a handout for parents outlining story extenders for the monthly Principal's Book of the Month event, and KKP P-3 developed and distributed "Family Literacy" brochures. These parent informational brochures are distributed to parents and caregivers at family and child community events.
- The Farrington demonstration project financed literacy related training opportunities for parents in four ECE classrooms and six of the elementary schools to support parents' understanding of early literacy and child development.
- To increase the accessibility in areas with limited number of early learning programs, both Honoka'a and Ka'ū-Kea'au-Pāhoa (KKP) demonstration projects support the delivery of family-child interaction learning programs or Play and Learn groups, in their demonstration communities. An average weekly attendance at these Play and Learn groups ranges from 20 to 30 child-family pairs depending on the weather and family access to transportation and/or employment.

6. HOW WELL HAS THE KELLOGG GRANT ENABLED THE HAWAII'S CAPTURING THE MOMENTUM INITIATIVE TO IMPLEMENT SUSTAINABLE STRATEGIES THAT WILL FURTHER DEVELOP A P-20 FRAMEWORK STATEWIDE?

- Hawai'i P-3 understands that building and strengthening partnerships, and alignment of policies and practices that bridge ECE and K-12 systems at both community and state levels are essential in achieving not only improved student outcomes but also sustainability of the P-3 principles. HI P-3 assembled and convened teams with multi-level representation to the following learning experiences within the state and across the nation to harness their collective knowledge, skills and experiences, and jointly explore frameworks, starting points and logical next steps for expanding and enhancing Hawai'i's current early childhood systemic efforts:
 - A series of 12 focus group sessions with over 80 early childhood stakeholders were held to gather information on the data sharing and reporting needs of the early learning and development programs in Hawai'i;
 - A group of 12 key stakeholders was invited to an early childhood data governance conversation as follow-up from the needs assessment activities;
 - A team of 9 P-3 demonstration project leaders were sponsored to attend the 2013 Hawai'i Association for the Education of Young Children (HAEYC) Annual Leadership Symposium & Hawai'i Early Childhood Conference. An array of breakout sessions addressing professional development, policy and advocacy, early intervention, family engagement, early literacy, cultural competency and program improvement was available for participants; and
 - A team of 8 representatives from the demonstration project communities was invited to participate on the 2013 National Head Start Association (NHSA) Parent Conference and Family Engagement Institutes in Atlanta, Georgia. The Conference highlighted and explored best practices for parent involvement from programs that are successfully implementing them and provided hands-on training specifically designed for parent group meetings.
- Hawai'i P-3 continued to utilize its P-3 website as a vehicle to disseminate information on P-3 community-based demonstration sites, information on the HELDS and implementation resources, and state and national news pertaining to early learning and development. Visit www.p3hawaii.org.
- With EOEL as the state early learning entity, the strategies and best practices of the HI P-3 projects will be sustained through the EOEL's Action Strategy priority focus areas. In implementing a comprehensive early learning and development system, all efforts to support college and career readiness by building solid early literacy foundation must involve public and private sectors with EOEL's leadership.