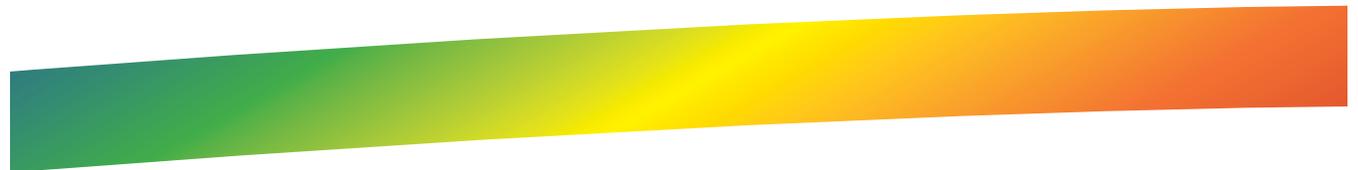


CAPTURING THE MOMENTUM



Hawai'i P-3 Initiative Narrative Report 2014

Submitted to:

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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

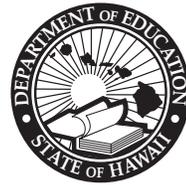


TABLE OF CONTENTS

| | |
|---|----|
| PROJECT SUMMARY | 1 |
| PROGRESS TOWARD GOALS | 2 |
| INCREASED CAPACITY WITHIN COMMUNITIES | 2 |
| ENHANCED ALIGNMENT OF PK-3 PRACTICES AND POLICIES | 5 |
| INCREASED EFFECTIVENESS OF EFFORT IN EDUCATING FAMILIES/COMMUNITIES | 11 |
| IMPROVED INTERMEDIARY OUTCOME MEASURES | 14 |
| FUTURE PLANS | 16 |
| DISSEMINATION | 18 |
| APPENDICES | 19 |
| A. SEVEN FOCUS AREAS AND OBJECTIVES OF THE HI P-3 FRAMEWORK | 20 |
| B. HAWAII P-3 DEMONSTRATION PROJECT PROFILE | 21 |
| C. EVALUATION REPORT | 23 |

PROJECT SUMMARY

Capturing the Momentum: Hawai'i P-3 Initiative (Hawai'i P-3) is an integral component of Hawai'i P-20 Partnerships for Education (Hawai'i P-20), which focuses on strengthening the entire education pipeline, from birth to post-secondary education. The Hawai'i P-3 Initiative, funded primarily by a grant from the W. K. Kellogg Foundation in 2007, aims 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 leveraged with funding from the Hawai'i-based Harold K. L. Castle Foundation, the Samuel N. and Mary Castle Foundation, and Kamehameha Schools, Hawai'i P-3 launched a total of five "demonstration projects" across the State to engage communities in systems-level change by mobilizing cross-sector partnerships to create a foundation for school success during children's early years. Collectively, the five projects will potentially impact more than 23,700 students across the early childhood programs and elementary schools by constructing a comprehensive delivery system of high quality early learning experiences for underserved children.

In addition to targeted professional development and high-quality instruction, Hawai'i P-3's work focused on 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) a pilot project utilizing an individualized kindergarten readiness assessment in the elementary schools;
- c) the training and technical assistance to build coaching and mentoring capacity of the resource teachers of the state-funded prekindergarten programs; and
- d) the convening of key stakeholders in early learning and development settings to identify a system that will lead to the integration of early childhood data into the state's longitudinal data system.

These projects were made possible in collaboration with the Executive Office on Early Learning (EOEL), the Hawai'i State Department of Education (HIDOE) and Hawai'i P-20's Data eXchange Partnership (DXP). Hawai'i P-3 will continue to partner with these key entities, including the Early Learning Advisory Board (ELAB), to promote and support a high-quality early learning and development system that will impact children from birth to age 8.

To gauge the efficacy of Hawai'i P-3 efforts on student outcomes, Hawai'i P-20 consulted with an 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 Hawai'i P-3 Initiative.

PROGRESS TOWARD GOALS

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

The Hawai'i P-3 Initiative continues to focus on building professional development and learning capacity of the early learning and development settings, including that of the 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 early childhood 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 Hawai'i 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 (UHM) 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 communities. In May 2014, the third cohort of teachers completed the PK-3 GCERT program. Since its inception:

- Of 42 who have been selected initially for the program, a total of 36 early childhood and public school educators have completed and received their PK-3 graduate certificate. The remaining six teachers dropped out of the program mainly due to personnel and family reasons, including relocating out of Hawai'i.
- Of those who have completed the certificate program, 18 teachers have enrolled to take additional courses to finish their Master's degree in Education.

State-Funded PreKindergarten Program¹

In July 2014, Hawai'i P-20 was selected by EOEL to execute a series of training and technical assistance sessions to build the professional capacity of resource teachers (RTs) and teachers of the state's newly funded HIDOE-EOEL prekindergarten (preK) program. Hawai'i P-3 was tasked with three professional development projects to assist in successful implementation of the preK program in 18 HIDOE elementary schools: (1) coordination and facilitation of trainings as well as follow-up support on the research-based and developmentally appropriate tools in preK settings, including Hawai'i specific early learning standards, Teaching Strategies GOLD[®] (TS GOLD, an observation-based formative assessment tool to gather skills, knowledge and ability of individual students), and CLASS (an observation tool to measure the effectiveness of teacher-child interaction in child's learning environment); (2) CLASS observation of 20 preK classes; and (3) introduction of a coaching and mentoring model applicable in preK settings.

By leveraging P-3 funds with that of the EOEL award, Hawai'i P-3 completed the following activities:

- Training and Technical Assistance
 - Two RT orientation meetings to provide an overview of their roles and responsibilities;
 - TS GOLD implementation training for the five RTs, 18 preK teachers, and 16 education assistants (EAs);
 - CLASS observation training for the five RTs; and
 - 2014 HAEYC Leadership Symposium and Early Childhood Conference participation of three principals and five RTs.
- Fall 2014 CLASS Observation of 20 preK teachers.
- Mentor Forum
 - One all-day and two half-day RT mentor forum sessions to introduce the coaching and mentoring model.

¹ In May 2014, the Governor's Executive Office on Early Learning and HIDOE jointly announced the designation of state funds for prekindergarten education in 18 elementary schools statewide. The program was intended to serve 420 four-year-old children who qualify based on income and age requirements. For more information, see <http://earlylearning.hawaii.gov/wp-content/uploads/2014/05/RELEASE-EOEL-DOE-Pre-K-Schools-5-22-14.pdf>.

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, Hawai‘i P-3 assembled and convened teams with multi-level representation to the following learning experiences within the state and across the nation. These teams harnessed 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, Hawai‘i P-3, in collaboration with DXP², continued its 2013 work with the early childhood stakeholders to build an early childhood information system for the purpose of gaining a better understanding of which children and families are in need of and receiving the services needed to ensure long-term health and high educational outcomes. In 2014, the focus of the stakeholder engagement activities involved drafting an early childhood data system mission, identifying goals of the early childhood data use and reporting system, and recommending a data governance program to oversee data sharing, security, access and use. The summary of the three stakeholder meetings is as follows:

- April 2014: Representatives from public and private organizations that serve early childhood sector—including Kamehameha Schools, community-based early childhood development and learning providers, HIDOE, Department of Human Services, Department of Health, and work force development providers—were interviewed to assess the best approach to the establishment of an early childhood data sharing program and key challenges that must be addressed to be successful.
- August 2014: A core group of early childhood program providers³ convened to discuss

governance program structures, responsibilities, deliverable and documentation. In addition, the participants examined the eight critical policy questions previously selected in 2013 to reflect the primary information needs of the early childhood sector. Each question was revisited to identify essential data elements that would be needed to answer the questions and to clarify the best use and intended audience of the findings.

- December 2014: The stakeholders met to review the recommended organization of the governance program and gather input on the drafted Early Childhood Data System (ECDS) mission and purpose statements, committee structure and memberships, and ECDS operating principles. Moreover, the participants discussed possible approaches for selecting an organization to host the shared data and providing project coordination during the planning phase.

The outcome of these meetings has resulted in a consensus on overarching vision, mission and governance. The next steps will be to formalize the decision-making partners and processes, develop a work plan, and generate talking points about the program and the sector. With continued coordination from Hawai‘i P-20 and active engagement from the early childhood stakeholders, a strong progress towards the implementation of an ECDS will resume with the goal of establishing an early childhood data sharing program in Hawai‘i.

2014 Data Summit: Linking Data to Hawai‘i’s Future

Hawai‘i DXP, in collaboration with Hawai‘i P-3, hosted the 2014 Data Summit in October 2014, participated by over 190 stakeholders from early childhood, K-12, and postsecondary education sectors, and the Hawai‘i Department of Labor and Industrial Relations, to give an overview of how cross-agency data are impacting policies and practices across the nation and here locally. The summit also featured concurrent breakout sessions that provided attendees a chance to learn from and network with others in using data to inform policy and practice, and helped to stimulate ideas of how data can be used to improve education and workforce outcomes. Dr. Nancy Smith of DataSmith Solutions was one of the key note speakers who

2 DXP (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. DXP helps guide decisions and policies to improve learner and workforce outcomes for the benefits of the community.

3 Participants included Head Start Association of Hawai‘i, INPEACE (community-based provider), HIDOE, EOEL, Kamehameha Schools, and University of Hawai‘i Maui College.

addressed the power of a centralized early childhood data system that can be used to answer critical policy questions (e.g., “Does early childhood education make a difference? Does the type of early childhood program matter in terms of long-term educational outcomes?”) as well as support planning activities for an early childhood data system.

LESSONS LEARNED

- By revisiting their graduate degree programs, the UHM College of Education Curriculum Studies department made a decision to integrate the PK-3 GCERT program into the Masters Degree in Curriculum Studies with a PK-3 Concentration. Upon completion of the 15-credit courses, the students are given the option to earn the PK-3 GCERT certificate or complete 15 additional credits for the MEd-CS degree (with or without the PK-3 GCERT certificate). Furthermore, the program is a hybrid program to address the accessibility of early childhood courses for teachers on the neighbor islands as well as to better meet the statewide need for preparation and recruitment of educators with specialized coursework in early childhood education in the HIDOE system, as the state expands the four-year-old program.
- Although they were meeting monthly within their department, the preK RTs voiced their desire to meet as a peer learning community (PLC) to address their needs as coaches and the ongoing professional development needs of their respective teachers and EAs. To support their work, Hawai'i P-3 sponsored travel arrangements for the three RTs who are stationed on the neighbor islands. In addition to the face-to-face mentor forum meetings, the five RTs have met as a PLC in November and December 2014 to (1) to share and discuss the coaching model, best practices, and lessons learned; (2) strategize and prioritize ongoing PD opportunities for their respective teachers and EAs; and (3) collaborate their efforts to support the teachers and administrators. The RTs have articulated that these meetings have been very meaningful in systemizing their PDs with their respective teachers and EAs.
- For two consecutive years, Hawai'i P-3 has sponsored data related activities with early childhood stakeholders from public and private entities. Overall, there is a strong support and interest for continuing the process of establishing an integrated early childhood data system to accurately describe the state of early childhood sector in Hawai'i. The stakeholders also agree that the community is now much farther along in the planning than it has ever been, and that the work should continue. To sustain the momentum, Hawai'i P-3 with the DXP team will continue to provide project coordination during the planning phase. The next steps will include ongoing discussions about which organization might be the data center host and the project management office. In the meantime, the planning process and development of the governance program will proceed with Hawai'i P-20's leadership.

3 Participants included Head Start Association of Hawai'i, INPEACE (community-based provider), HIDOE, EOEL, Kamehameha Schools, and University of Hawai'i Maui College.

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, and aligning policies and practices that bridge ECE and K-3 systems at both community and state levels are essential in achieving improved student outcomes. The efforts to develop and implement a comprehensive early childhood system that covers a full developmental continuum from birth to age 8 will ensure a high rate of school success for Hawai'i's young learners.

ALIGNMENT WITHIN THE FIVE DEMONSTRATION PROJECT COMMUNITIES

Network of five cross-sector P-3 demonstration projects

Hawai'i P-3 continued its last year of P-3 funding to support community-based, cross-sector partnerships in five demonstration project communities. These five projects formed 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 Hawai'i P-3 demonstration projects are located in communities with large percentages of vulnerable groups of students. Those communities (and funding periods) are:

- Nānākuli - Wai'anae Complex on the island of O'ahu (July 2009-June 2014)
- Farrington Complex on the island of O'ahu (July 2009-June 2014)
- Windward District on the island of O'ahu (July 2010-June 2014)
- Honoka'a Complex on the island of Hawai'i (July 2010-June 2014)
- Ka'u-Kea'au-Pahoa Complex on the island of Hawai'i (July 2011-September 2014)⁴

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

- Focus Area 1: Leadership for Literacy
- Focus Area 2: Standards, Curriculum and Assessment
- Focus Area 3: Instruction
- Focus Area 4: Teacher Professional Development
- Focus Area 5: Comprehensive Early Learning Services/Access to 0-5 Opportunities
- Focus Area 6: Family-School Transitions and Partnerships
- Focus Area 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 P-3 alignment. Delineated below are just some of the 2014 highlights of activities across the five demonstration projects, guided by seven focus areas of the aforementioned 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 one from the HIDOE system. Collectively, the five P-3 leadership teams represent 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 47 HIDOE elementary schools. Being cognizant of 2013-2014 school year as the last year of the P-3 funding, the leadership teams focused their regularly held meetings to discuss the final project activities as well as their sustainability plan. The four demonstration projects scheduled formal events for the

4 KKP P-3 leadership team requested a no-cost extension to complete their P-3 activities specifically around teacher trainings.

leadership teams and community partners, specifically to highlight their successes in the following initiatives:

- Use of CLASS scores in both ECE and K-3 classrooms to inform teacher professional development needs;⁵
- 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.

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

- In the Nānākuli - Wai'anae demonstration project, the leadership team members joined a group of 27 early childhood administrators, coaches and teachers in a facilitated discussion that allowed them to visualize a collaborative professional learning community represented by early childhood providers and HIDEOE professionals. Follow-up activities and sessions are planned beyond June 2014 based on information gathered from this session.
- In the Windward demonstration project, cross articulation meetings between the community-based preschool teachers and kindergarten teachers occurred in 14 elementary schools to increase the use of the "Bridging the Gap" parent form to ensure seamless transition for the incoming kindergarten students leaving one setting to another.

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

- All five demonstration projects have incorporated the use of CLASS (Classroom Assessment Scoring System) at a varying level of implementation. Collectively, 82 preK teachers and 48 K-3 grade teachers have been observed twice during the 2013-2014 School Year.

- The Windward demonstration project began training of coaches using the MyTeachingPartner (MTP) model⁶ to improve classroom instruction and teacher interaction with students.
 - Four coaches trained in MTP model
 - Nine ECE teachers trained by the trained coaches
 - Ten K-3 teachers trained by the trained coaches

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

- In the Farrington demonstration project, a total of 31 first to third grade 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, in order to help educators gain the skills needed to assess young children's development and learning that is considered developmentally appropriate.
- The Honoka'a demonstration project convened a task force of HIDEOE and community preschool teachers to examine the Common Core State Standards and create a booklet with developmentally appropriate practices/activities to help teachers understand the standards. The booklet was distributed at the annual Hawaii Island Early Childhood Conference in April 2014.

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 a limited number of early learning programs, both Honoka'a and Ka'ū-Kea'au-Pahoa demonstration projects supported the delivery of family-child interaction learning programs, also called Play and Learn groups, in their demonstration communities. Average weekly attendance at these Play and Learn groups fluctuates depending on the weather and family access to transportation and/or employment status.
 - Attendance at two Play and Learn groups in Honoka'a ranged from 18 to 26 child-family pairs.
 - Attendance at two Play and Learn groups in KKP ranged 8 to 12 child-family pairs.

5 CLASS is a reliable, research-based child-teacher interaction observation tool developed by University of Virginia's Center for Advanced Study of Teaching and Learning, to improve instruction practices and improve student academic achievement and social skill development of diverse learners.

6 MyTeachingPartner™ (MTP™) is a CLASS-based coaching model.

- By leveraging resources, the Nānākuli - Wai'anae demonstration project conducted 976 household recruitment door knocks. The project also assisted 90 families in completing community-based preschool applications and 50 families with resource referrals within a six month period.

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 at six elementary schools to enhance parents' understanding of early literacy and child development. During this grant period, 35 parent education/training events were held with at least three parents in attendance per event.
- The Honoka'a and KKP demonstration projects connected their families to family-oriented activities sponsored by the elementary schools to increase parent participation to support their children's learning and literacy development. Honoka'a P-3 distributed 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 in the areas of Language and Literacy, Math, and Science 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)⁷ scores of 286 preK and 583 kindergarten students. PreK and kindergarten teacher trainings were held to review student data to inform instruction. To support the sustainability of the PPVT administration beyond P-3 funding, additional teacher trainings were held to increase the numbers of teachers who would be "testing" their own students.
- Having successfully completed two data matching activities with a private preschool provider and a Head Start grantee to determine a match rate with HIDOE student level data, further discussions will be held with both of the providers to identify metrics to create transition reports of the incoming kindergarten students. These reports would also

provide feedback information to improve the quality of their respective programs.

Cross-project Alignment and Capacity Building of the Project Coordinators

Hawai'i P-3 convened meetings for project coordinators to support and align P-3 efforts across the five demonstration communities. From January to June 2014, three meetings were held 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.

The January meeting was extended as an all-day meeting to include a professional development activity. Dr. Kristie Kauerz of University of Washington was invited to facilitate a self-assessment session with the project coordinators and their leadership team to reflect and self-evaluate areas of strengths and gaps of implementing their community-based P-3 work using the Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches (Kauerz, K. & Coffman, J., 2013). Strategies to sustain their P-3 momentum were also discussed, including identifying two to three specific categories in the framework to focus their efforts once the P-3 funding period ended.

ENHANCEMENT OF STATEWIDE ALIGNMENT

The National Governors Association (NGA) Policy Academy

As one of six states selected to participate in the National Governors Association Policy Academy (NGA) to improve early learning outcomes from early childhood through third grade, a team from Hawai'i, representing EOEL, Hawai'i Department of Human Services, HIDOE, UHM College of Education, and Hawai'i P-3, attended the cross-state policy academy meeting in January 2014. The team presented the HIKIDS pilot video, which showcased what formative assessment means to kindergarten teachers and what it looks like to document student development and learning as well as to inform planning and instruction. In addition to highlighting their work, the team also received guidance and technical assistance to support the development of ideas and next steps on addressing challenges in advancing the progress for early learning academic success.

⁷ Peabody Picture Vocabulary Test, Fourth Edition (PPVT™-4), published by Pearson Education, Inc., measures receptive vocabulary for Standard American English.

In September 2014, Hawai'i P-3 was tasked to coordinate an NGA Sustainability Retreat with support from EOEL. As a final technical assistance activity, the NGA Policy Academy team provided an all-day agenda to highlight accomplishments and discuss strategies and tangible outcomes for sustaining work on four targeted issues around child assessment. Key stakeholders from public and private early childhood entities were invited to help identify short- and long-term goals, resources, and next steps to sustain birth to 3rd grade issues in the state.

Hawai'i's accomplishments with technical assistance from the policy academy are as follows:

- Hosted the Governor's Symposium in January 2014;
- Identified a set of guiding principles for crafting policies to improve early childhood assessment practices that was endorsed by ELAB in August 2014;
- Created and adopted pre- and post-assessment tools for the School Readiness Program for DHS Preschool Open Doors (POD);
- Developed a PDERI (Professional Development and Educational Research Institute) course on child formative assessment for HIDEOE teachers that focused on observation, documentation, and assessment practices that are developmentally appropriate to the children's age and individual learning needs; and
- Generated a survey to gather information about how formative assessment is introduced and taught in higher education.

The stakeholders identified the following as potential next steps to sustain the work supported by the policy academy:

1. Build consensus across the early childhood and K-3 grade communities about the purpose of assessment, what should be assessed, what data gaps exist, and how the data should be used. The work on the position statement and guiding principles, as well as the state's ongoing work with the HIKIDS pilot, POD's School Readiness Program, early childhood data governance systems, etc., provide a foundation for this next step.
2. Identify an organization or initiative that can coordinate professional development goals, plans, and activities across ECE and K-3 and help to build the capacity of that organization or initiative to play this role.

3. Leverage the HIDEOE Complex Area structure and the School Renewal Specialists' relationships with principals to provide support on early learning beyond giving information about DAP and child development. The effort will be to build the capacity of principals as instructional leaders of their school.

4. Cultivate interest and involvement from the higher education faculty (through Kaulanakilohana) and higher education leadership (through Teacher Education Coordinating Committee) to reflect on how higher education programs can support early childhood and early elementary teachers' capacity to assess young children effectively and appropriately.

In October 2014, Hawai'i P-3, on behalf of EOEL, represented Hawai'i at the cross-state policy academy team leaders meeting in Chicago along with teams from Connecticut, Illinois, Massachusetts, Nevada, and Pennsylvania. Each state highlighted their accomplishments, lessons learned, and next steps in sustaining efforts supported by 15 months of technical assistance by NGA Policy Academy to improve early learning outcomes. As the meeting came to a close, the state leaders requested that the policy academy team considers providing additional opportunities for the states to come together and share their progress through 2015. Although NGA funding has ended, NGA team committed to one more year of convening the six states to share their work progress.

2014 National Summit of States

On June 7, 2014, a leadership team represented by public and private early childhood organizations, including HCYC (Hawaii Careers with Young Children), EOEL, Head Start Collaboration Office, ELAB, DHS, HIDEOE, HAEYC, higher education, PATCH (People Attentive to Children, a childcare registry entity), and Hawai'i P-3, participated in the 2014 National Summit of States: NAEYC's 7th State Professional Development Leadership Team Work Day. The one-day meeting involved plenary presentations, breakout sessions for peer cross-state discussions, and team work time to enhance state policies for an integrated early childhood professional development system. With technical assistance from NAEYC, the Hawaii leadership team identified a goal and proposed next steps in creating a professional development advisory structure in delivering an effective and inclusive PD as well as devising a structure to provide quality and coordination among entities funding PD. HCYC will facilitate future meetings in addressing PD structure until funding ends in June 2015.

2014 National P-3 Conference

In October 2014, a team of seven represented Hawai'i at the 2014 National P-3 Conference, *Making It Work: Implementing a Comprehensive P-3 Approach Institute*, in Seattle. In addition to two Hawai'i P-20 staff, the team consisted of HIDOE administrators (Assistant Superintendent, Complex Area Superintendent and Principal), a junior faculty from UHM College of Education, and an Academic Performance Manager from Hawai'i State Public Charter School Commission. The meeting lasted over three days and included lectures from leading state and national P-3 researchers and practitioner-experts, including Jerry Weast, a former superintendent of Montgomery Public Schools; team time to review and discuss the result of pre-conference evaluation of current P-3 work; and a small group session to interact and learn from three other state-level teams, which provided an opportunity for each state team to share their work plan for 2015.

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

To support the horizontal and vertical alignment of assessment between ECE and kindergarten grade, Hawai'i 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 in Summer/Fall 2013.

After the fall checkpoint period, the kindergarten teachers had the option to continue to use TS GOLD as an individualized student formative assessment system to capture progression and learning of their ten students who have been identified as performing below widely-held expectations in literacy and/or math content areas. By the end of school year, 75 percent (108/144) of kindergarten teachers completed all three checkpoint data to gather information about their students' growth and development over the 10 month period (Table 1: SY 2013-2014 HIKIDS Teacher Participation).

| Table 1: SY 2013-2014 HIKIDS Teacher Participation | | | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|---------|
| | Complex Area #1 | Complex Area #2 | Complex Area #3 | Complex Area #4 | Complex Area #5 | Complex Area #6 | Overall |
| Fall '13 | 13 | 63 | 41 | 8 | 14 | 5 | 144 |
| Spring '14 | 11 | 44 | 28 | 8 | 12 | 5 | 108 |

The end of school summary report (Table 2: SY 2013-2014 HIKIDS TSG Snapshot Report) indicated the percentage of kindergarten students who were within or exceeds the widely held expectation in the corresponding developmental domains. Of the 1,119 students who were identified as performing below widely-held expectations in literacy and/or math content areas, 990 (88%) kindergarten students had three checkpoint data. The remaining 129 were not included due to moving out to the pilot schools and/or missing checkpoint data for all areas of development and learning for Winter and Spring periods.

| Table 2: SY 2013-2014 HIKIDS TSG Snapshot Report | | | | | | | | |
|--|---------------|------------------|-------------|------------|----------|-----------|----------|------|
| | # of Students | Social Emotional | Gross Motor | Fine Motor | Language | Cognitive | Literacy | Math |
| Fall '13 | 1,119 | 9% | 14% | 21% | 5% | 3% | 11% | 2% |
| Spring '14 | 990 | 85% | 89% | 85% | 76% | 81% | 98% | 93% |

The Snapshot Report from Fall 2013 to Spring 2014 indicated that the biggest growth occurred in literacy (from 11% to 98%) and math (2% to 93%) content areas. This growth may be attributed to teachers focusing on implementing educational strategies and practices that best meet the Common Core State Standards for Kindergarten in English Language Arts/Literacy and Mathematics.

For 2014-2015 school year, the pilot program expanded to include special education kindergarten through third grade classes as well as general education kindergarten and first grades. Hawai'i has been noted as an early adopter of implementing the updated TS GOLD Birth to Third Grade (B-3) system, which provides progression of learning

continuum from birth to third grade. As of Fall 2014, a total of 107 K-3 grade teachers of 36 elementary schools are implementing the B-3 system.

The following table outlines preliminary summary information on the general education kindergarten and first grade students who were within and/or exceeded the widely held expectation in the corresponding developmental domains (Table 3: SY 2014-2015 HIKIDS Fall 2014 TSG Snapshot Report).

| Table 3: SY 2014-2015 HIKIDS Fall 2014 TSG Snapshot Report | | | | | | | | |
|--|---------------|------------------|-------------|------------|----------|-----------|----------|------|
| | # of Students | Social Emotional | Gross Motor | Fine Motor | Language | Cognitive | Literacy | Math |
| Kindergarten | 875 | 38% | 53% | 57% | 34% | 34% | 63% | 35% |
| First Grade | 603 | 40% | 50% | 61% | 31% | 27% | 22% | 27% |

During follow-up support trainings in 2015, teachers will review and analyze their class reports to identify instructional strategies to meet the individual academic and developmental needs of students, particularly those who have been observed to be below widely held expectation for their grade level.

LESSONS LEARNED

- The bi-monthly cross-project coordinators meetings have been 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, Hawai'i P-3 observed that the sites with strong ECE-HIDOE partnerships have been more effective in delivering and coordinating their P-3 work. Although the funding for the demonstration projects has ended, the coordinators have shared that they would continue to convene the leadership team meetings to ensure that the partnerships are sustained and resources shared.
 - Nānākuli - Wai'anae P-3 project will be embedded into the P-3 Alignment Team spearheaded by the Nānākuli - Wai'anae Complex Areas Superintendent's office.
 - Farrington P-3 has renamed their leadership team to Kalihi Early Learning Coalition led by PACT Head Start Program.
 - Windward P-3 will transition back to Windward STEPS team led by Kamalapa O Ko'olau and convene cross-sector meetings between ECE and HIDOE.
 - Honoka'a P-3 will continue its early learning work through Baby STEPS to Stronger Big Island Families and absorb the leadership team into their existing Baby STEPS council.
 - Ka'ū-Kea'au-Pahoa P-3 will transition into a community-based STEPS team to bring early childhood and HIDOE sectors together.

The P-3 efforts at the community level can be best described by a comment from an early childhood partner, "The project demonstrated the possibilities, effectiveness, and impact of how partnerships and learning goals can be aligned through common core standards, school readiness practices, family engagement, transition activities, professional development that when all partners invest in teachers to be more effective, administrators work together, families and children can be successful learners. It does take a village to raise a child, beginning with the parent, the community, and school systems. The project demonstrated how the alignment of all that we do from preschool to grade 3 leads to positive and successful learning outcomes."

Hawai'i P-20's hope is that the relationships and the partnership between the early childhood and HIDOE sectors will continue beyond P-3 funding, because, as the project coordinators have voiced repeatedly, it is and will be the relationships that will sustain the P-3 efforts in the community.

- In addition to addressing the sustainability of NGA policy academy's work, the Hawai'i NGA team also strategized on how best to inform and engage the new governor and his team in keeping the work going. The Executive Director of EOEL and her team provided the new administration with a transition document that incorporated,

as appropriate, ideas that came out of the Sustainability Retreat. Until a new Executive Director of EOEL is appointed, ELAB will be tasked to provide leadership to ensure the Hawai'i team's sustainability proposal is reviewed, discussed, and adopted. To date, the new Governor has yet to assign a team to oversee the Executive Office on Early Learning. As soon as a new Director is identified, Hawai'i P-20 will take the first opportunity to promote the alignment of P-3 practices and policies both at the community and state-level. Initiating and building partnership with the new Director will be essential in sustaining P-3 approaches that began with the first EOEL administration in 2013.

- Having completed a full-cycle of TS GOLD implementation, the kindergarten teachers shared that they recognized the importance of the whole child perspective in their teaching practices and that they valued how the tool is able to assist in tracking student progress at different levels of growth with recommended activities to help students move to next level of development and learning. With the state-funded prekindergarten programs using TS GOLD and the HIKIDS pilot expanding to include first grade classes, an amazing opportunity will open up for cross-articulation and data-sharing agreements between preK to first grade classes to follow students' progressive learning and growth beyond one year of assessment.

PROGRESS TOWARD GOALS

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

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 integrated approach, in which an array of family, school and community supports complement one another and encourage 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 its work.

Development and Release of the HELDS Implementation Guides

In 2013, Hawai'i P-3 funded the development and dissemination of supplemental resources to help support the successful implementation of the Hawai'i Early Learning and Development Standards (HELDS) across Hawai'i's diverse early learning settings. These resource included curriculum guides, communication tools, training framework guides, visual displays, and a video for early childhood administrators, practitioners, and families. When the infant and toddler implementation guides were introduced, a request was made for similar curriculum guides for older toddler and preschool age groups. In collaboration with EOEL and the UH Children's Center, four additional curriculum guides were developed and formatted for two-to three-year-old, three- to four-year-old, and four- to kindergarten entry age groups. Additionally, a user guide was developed to pull all six guides together. Similar to the other resources, these guides will be available on Hawai'i P-3 and EOEL websites.

HELDS Training Series for Foster Grandparent Program

In February 2014, the Foster Grandparent Program⁸ contacted Hawai'i P-3 to provide skills training for their volunteer seniors to deepen their understanding of early childhood development and learning. From April to September 2014, Hawai'i P-3 conducted a series of five trainings focused on the HELDS to enhance

the knowledge and field experience of more than 80 volunteers of their O'ahu program. At these training sessions, the volunteer seniors were introduced to the five developmental domains and their corresponding strands and topics, and activities that support the implementation of the HELDS, and make-and-take projects to try out with the children under their care. Upon completing of all five training sessions, the volunteers received a Certificate of Completion in September. These volunteers serve at various local organizations, including Head Start centers, faith-based programs, elementary schools, and other youth facilities with many working to help children read, provide one-on-one tutoring, and guidance for children at a critical time in their lives.

Campaign for Grade Level Reading Network⁹

In January 2014, Hawai'i P-20 was named the state affiliate of the Campaign for Grade-Level Reading Communities Network, an effort committed to increasing the number of children reading at grade level by the end of third grade, which is a critical milestone on the path to high school graduation. In February, Hawai'i P-3 and a representative from EOEL participated in the Campaign's state leads meeting with 33 other states. The meeting helped the team to understand roles, responsibilities, and expectations of the state leads, connect with experts and technical assistance teams who will help in defining strategies to improve early literacy proficiency, and share and learn from other states and communities that are in similar stages of their implementation phases. Through a collaborative partnership with EOEL, Hawai'i P-3 continued to strategized statewide efforts to address underlying challenges that negatively impact literacy development in young children.

As the state lead, Hawai'i P-3 participated in monthly calls, joined the Campaign's social media network, and provided semi-annual progress reports to update its work specific to the Campaign's community solution strategies: School Readiness, Attendance, and Summer Learning.

8 The Foster Grandparent Program is a volunteer program sponsored by the Corporation for National and Community Service and is executed by the Hawai'i State Department of Human Services. For more information, see <http://humanservices.hawaii.gov/ssd/home/adult-services>.

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 more information, see <http://gradelevelreading.net>.

LESSONS LEARNED

- In response to the release of the HELDS and its supplemental resources, a number of HELDS trainings were convened:
 - HAEYC spearheaded HELDS trainings both at the community and state level. With EOEL's financial assistance, HELDS trainings on early math using the 'Ohana Math Backpack, a resource funded by Hawai'i P-3, was developed by HAEYC/HECAP (Hawai'i Early Childhood Accreditation Project) facilitator. The HAEYC/HECAP facilitator, then, organized and conducted trainings for practitioners of both early learning programs and early elementary schools. At their annual leadership symposium and early childhood conference, HAEYC also hosted a number of breakout sessions on the HELDS and its implementation.
 - University of Hawai'i Center on the Family conducted training on the infant and toddler implementation guides to help early care practitioners understand the use of HELDS in their program.
 - Hawai'i P-3 facilitated an overview of the HELDS and its history at the EOEL's Action Strategy quality meeting, Kia'i ka 'ike (the Director's Association) quarterly meeting, and Windward District Transition Conference.

These trainings were in addition to trainings that were being conducted internally by providers. For example, Head Start grantees have introduced the HELDS and its alignment with their curriculum and assessment to their teaching staff, either at their pre-service and/or in-service trainings. The Partners in Development Foundation, which operates family-child interactive learning programs, has provided HELDS training to their teaching staff facilitated by their curriculum specialist. To ensure the message is consistent, Hawai'i P-20 will develop a training module, compiling information that has been used. The training module will focus on alignment of standards and curriculum to support the successful implementation of the HELDS in various early learning settings.

- The Hawai'i P-3 Initiative continues to have a positive presence in various community-based and statewide work groups. In 2014, Hawai'i 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 five to six
 - Foster Grandparents Program Advisory Board
 - Hawai'i Association for the Education of Young Children
 - Hawai'i Careers for Young Children
 - Head Start Association of Hawai'i & Outer Pacifics
 - Kia'i ka 'ike Directors Association
 - State STEPS Team
- Unbeknownst to us, Hawai'i P-20's work in improving the education pipeline from early learning to higher education is recognized nationally. In March 2014, Kristi Yamaguchi's Always Dream Foundation contacted Hawai'i P-20 as a potential local partner to align their commitment around early childhood education through their reading program, *Always Reading*¹⁰. In collaboration with the Raising A Reader Program¹¹, the Always Dream Foundation will fund the Always Reading program to combine technology with books to raise literacy skills and increase overall academic success of young children as well as engage and involve families and the community around the importance of early literacy through events and advocacy. In addition to funding e-books, six kindergarten classrooms of two elementary schools will be participating in the Raising A Reader Program's book rotation program in 2015.

¹⁰ Always Reading focuses on the development of early childhood literacy skills for kindergarten classrooms in underserved communities. For more information on Always Dream Foundation, see www.alwaysdream.org.

¹¹ Raising A Reader Program consists of book bag program that rotates award-winning books into children's homes on a weekly basis, exposing children on an average of 100 books per rotation cycle. For more information, see <http://www.raisingareader.org>.

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, 66 percent of third graders are reading at grade level as measured by a Spring 2014 assessment, a marked decrease from a 2013 test score of 71 percent (Table 4: Hawai'i P-3 Statewide Indicators). Because Hawai'i will be replacing the Hawai'i State Assessments (HSA) in Math and Reading with the Smarter Balanced assessments in Spring 2015, a "bridge" assessment (part-HSA, part-Smarter Balanced) was administered in 2014. Unlike the HSA, which measures student attainment of the Hawaii Content and Performance Standards III, the Smarter Balanced assessments are aligned to the Common Core State Standards and measure not only what students know, but also how well they can apply their knowledge in real-world situations. It has been expected that the change to the new test and standards will result in a drop in scores as compared with previous years. Lower test scores do not mean students are performing any worse because these measures are newer and consist of higher expectations for student learning.¹²

In preparation for the Smarter Balanced Assessments, HIDOE has developed family resources to inform parents about the changes and to help students be ready for learning and demonstrating learning. The resources include written handouts, fact sheets, access to practice tests, videos explaining the Common Core State Standards and links to other resource websites.¹³

| Table 4: Hawai'i P-3 Statewide Indicators | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|
| Indicator and Measure | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| 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% | 66% |
| 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% | 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% | 31%* |

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

*Note: For 2013-2014 School Year, 39% (69/178) of elementary schools have completed the Hawai'i State School Readiness Assessment report. <http://arch.k12.hi.us/PDFs/hssra/2014/State-999-State.pdf>

As expected, the third grade reading percentage proficiency decreased from 2012-2013 to 2013-2014 school year in all five demonstration communities (Table 5: Percent of Grade Three Students Proficient in Reading on HSA). Because of the different testing instruments used to measure children's reading achievement of the two school years, further evaluation of the data, and community, school and student information would be helpful in understanding the percentage differences.

¹² For more information, please refer to HIDOE website on State Assessment: <http://www.hawaiipublicschools.org/TeachingAndLearning/Testing/StateAssessment/Pages/home.aspx>.

¹³ For more information, please refer to HIDOE website on family resources: <http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/CommonCoreStateStandards/Pages/parent-resources.aspx>.

Table 5: 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'u-Kea'au-Pahoa 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% | 69.4% | 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% |
| 2013-2014 | 66.0% | 66.2% | 50.5% | 41.7% | 78.5% | 43.6% | 48.6% |

Data Source: Hawai'i State Department of Education Systems Accountability Office: <http://arch.k12.hi.us/schools/trends/trends.html> and Accountability Data Center: <http://adc.hido.eus/#/proficiency>

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.

LESSONS LEARNED

- As anticipated, the 2013-2014 school year's reading proficiency scores have dropped for all schools in the state. As aforementioned, the lower test scores are not an indication that the students are performing worse. The results of 2013-2014 school year will be a new starting point for all schools. As the teachers, students, and families become more familiar with new standards and assessments, which involve more dynamic, evidence- and technology-based learning, the expectation is that the scores will improve, and it will be reasonable to compare scores from years that administer the same assessments.
- More importantly, the academic and performance growth of students from a grade level to next is a critical measure on how successful the students are achieving and gaining the skills and knowledge necessary for subsequent years. Because Hawai'i currently does not have a common individualized kindergarten readiness assessment, the ability to capture growth from kindergarten to third grade becomes a challenge (e.g., it becomes difficult to identify patterns of positive deviant practices that have shown to close achievement gaps). Furthermore, in 2013-2014 school year, only 39 percent (69/178) of kindergarten teachers completed the Hawai'i State School Readiness Assessment (HSSRA), which provides information on kindergarten students' readiness to succeed in school and on the schools' readiness to support their learning. In the 2014-2015 school year, HSSRA was not implemented. Recognizing that the state is missing vital information about the young learners entering formal education, Hawai'i P-20 anticipates convening a work group in 2015 to enhance the system to support teachers in gathering school readiness information to meet the individual development and learning needs of the kindergarten students.

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, in collaboration with the EOEL and HIDOE, will continue to support and bring key education and development leaders together to be champions for alignment. The projected objectives with corresponding activities and outcomes for Year 9 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. | <ul style="list-style-type: none"> ➔ 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 | <ul style="list-style-type: none"> ➔ Convene with UHM College of Education and review University of WA certificate model. ➔ Identify needs, if applicable. |
| Increase the accessibility of ECE courses online for teacher re-classification credits. | <ul style="list-style-type: none"> ➔ Collaborate with HIDOE preK program to increase access to online ECE courses through the PDERI system. |
| Coordinate trainings that support successful HELDS implementation across diverse settings and audiences. | <ul style="list-style-type: none"> ➔ Support and/or facilitate at least 2 training of trainers. |
| Promote the successful implementation of the Family Engagement Standards. | <ul style="list-style-type: none"> ➔ Align with Action Strategy work group to develop a training module. |
| Sustain Raising a Reader Literacy Program (RAR) | <ul style="list-style-type: none"> ➔ Support and/or facilitate teacher and family training in 2 elementary schools for successful implementation of the RAR program. ➔ Convene a peer community of teachers to address wins and challenges. |
| Sustain the number of HIDOE Complex Areas piloting the individualized kindergarten entry assessment using GOLD. | <ul style="list-style-type: none"> ➔ Develop an online training module. ➔ Facilitate at least 2 teacher trainings with at least 85% teacher participation. |
| Sustain the use of GOLD as a formative assessment tool to first grade classrooms. | <ul style="list-style-type: none"> ➔ Develop an online training module. ➔ Facilitate at least 2 teacher trainings with at least 85% teacher participation. |
| Identify kindergarten readiness indicators. | <ul style="list-style-type: none"> ➔ Research other states readiness indicators. ➔ Identify readiness indicators that align with Hawai'i's school readiness definition. ➔ Convene at least 2 focus groups to gather feedback. ➔ Submit a final set of indicators to HIDOE and EOEL for endorsement, if appropriate. |
| Promote a culture of data utilization and sharing to improve instruction and student outcomes. | <ul style="list-style-type: none"> ➔ Support the facilitation of at least 3 data sharing coordinating council meetings. ➔ Submit a recommendation report to EOEL to coordinate the development ECE data sharing system. |

In addition, Hawai'i P-3 will be working with the Hawai'i State Public Charter School Commission (HSPCSC) to build the professional capacity of preK teachers and administrators of the 18 charter schools statewide. In December 2014, Hawai'i was selected as one of five states to receive the federal Preschool Development Grant award to develop, implement and sustain high-quality preschool programs in high-need communities for children from low and moderate income families. For next four years, HSPCSC will receive over \$14.8 million to build an early learning system in 18 public charter schools to serve up to 920 four-year-old children. As a sub-grantee of this grant, Hawai'i P-20 will be tasked with professional development, including individual coaching and quality assurance system under the Hawai'i P-3 Initiative, and building early childhood integrated data sharing system with the DXP team.

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 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 the new Director, once appointed, and EOEL's staff in creating, supporting, and implementing a comprehensive early childhood development and learning system for young children from birth to age 8. The best practices and lessons learned from Hawai'i P-3 initiatives and from the P-3 demonstration projects will be used to inform EOEL in developing the statewide early learning system.

Moreover, 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 the success of other states' early literacy efforts and increase visibility of the Hawai'i P-3 Initiative with 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 its Year 4 evaluation of the Hawai'i P-3 Initiative in March 2014. Similar to previous reports, 2014's evaluation report presented internal, interim findings of Hawai'i P-3's progress and noted that the report was not intended to represent final results. The report highlighted the contextual changes that the P-3 initiative experienced in 2013 and updated the systems analysis that RAND conducted and presented in Year 1 to 3 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. 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.

In subsequent months, P-3 staff worked closely with RAND to obtain HIDOE approval to extend the research application beyond May 2014 to gather interview and survey responses from P-3 demonstration project teams and student level data to complete the fifth and final evaluation report. RAND informed that they anticipate the final report to be completed by end of April 2015. This report will be made available on the RAND's website.

HAWAII P-3 WEBSITE AND E-NEWSLETTER

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 its implementation resources, and state and national news pertaining to early learning and development. Visit <http://www.p3hawaii.org> for more information. Furthermore, a monthly e-newsletter is published to provide progress on P-3 activities and information on current state and national professional development opportunities and news related to early literacy and early learning.

HAWAII P-3 PRESENCE AT STATE AND NATIONAL LEVEL

In 2014, Hawai'i P-3 staff presented at the following state and national professional events to highlight P-3 efforts, accomplishments, and lessons learned:

- HIKIDS pilot video presentation at the TS GOLD State Learning Community Meeting in Denver: the video showcased what formative assessment means to kindergarten teachers and what it looks like to document student development and learning.
- “Integrating Head Start with a P-3 Project” at the 41st Annual Head Start Conference and Expo in Long Beach: the Hawai'i P-3 framework and its relevancy to the early literacy development and school readiness, as well as the community-based cross-sector partnership which included Head Start programs were introduced.
- “3rd Grade Reading Proficiency—Learning to Read and Reading to Learn” at the 2014 Hawai'i State Teacher Association's Teacher Institute Day in Honolulu: in this session, HIDOE teachers were introduced to the importance of 3rd grade reading and its long-term consequences and community-based P-3 efforts to support early literacy development.

In addition, the Hawai'i P-3 demonstration leadership team model was highlighted in the National Association of Elementary School Principals' *Leading Pre-K-3 Learning Communities Competencies for Effective Principal Practice* (2014, http://www.readingrockets.org/sites/default/files/naesp_prek-3%20guide.pdf). This guide is meant to be used as a tool to improve practices to support quality teaching and learning for preK-3 grade learners. In partnership with UHM College of Education, this guide will be used at the principals forum in 2015 to help HIDOE principals of the state-funded preK program become familiar with characteristics of what constitutes quality in a preK program and review six competencies that are required for principals to lead effective, high-quality learning environment for both students and teachers.

APPENDICES

| | |
|---|----|
| A. SEVEN FOCUS AREAS AND CORRESPONDING OBJECTIVES OF THE HI P-3 FRAMEWORK | 20 |
| B. HAWAII P-3 DEMONSTRATION PROJECT PROFILE | 21 |
| C. EVALUATION REPORT | 23 |

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 | 2014 Enrollment | Low Income (F/R Lunch) | English Language Learner | K students with prior preschool |
|--|---|-----------------|------------------------|--------------------------|---------------------------------|
| Farrington Complex (Launched Fall 2009) | Fern Elementary | 530 | 86% | 29% | n/a |
| | Ka'ewai Elementary | 345 | 88% | 33% | 31% |
| | Kalihi Elementary | 315 | 82% | 40% | n/a |
| | Kalihi-kai Elementary | 627 | 78% | 28% | 31% |
| | Kalihi-uka Elementary | 259 | 75% | 10% | n/a |
| | Kalihi-waena Elementary | 583 | 82% | 26% | 23% |
| | Kapālama Elementary | 633 | 59% | 13% | 53% |
| | Linapuni Elementary | 191 | 99% | 56% | 76% |
| | Pu'uhale Elementary | 262 | 85% | 19% | n/a |
| | 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 | 936 | 74% | 5% | n/a |
| | Mā'ili Elementary | 1,001 | 84% | 6% | 35% |
| | Mākaha Elementary | 641 | 85% | <1% | 58% |
| | Nānāikapono Elementary | 942 | 86% | 7% | 53% |
| | Nānākuli Elementary | 439 | 86% | 0% | 51% |
| | Wai'anae Elementary | 634 | 90% | 6% | n/a |
| | Kamaile Academy | 549 | n/a | n/a | 25% |
| | 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 | 373 | 69% | 3% | 48% |
| | Waimea Elementary | 569 | 72% | 13% | 61% |
| | 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 | 330 | 48% | 2% | 79% |
| | He‘eia Elementary | 467 | 57% | 3% | 81% |
| | Kahalu‘u Elementary | 293 | 80% | 4% | 36% |
| | Kāne‘ohe Elementary | 648 | 33% | <1% | 88% |
| | Kapunahala Elementary | 578 | 45% | 2% | 71% |
| | Benjamin Parker Elementary | 324 | 68% | 2% | n/a |
| | Pū‘ōhala Elementary | 272 | 63% | 4% | 24% |
| | Waiāhole Elementary | 71 | 72% | 1% | n/a |
| | Hau‘ula Elementary | 308 | 71% | 2% | 58% |
| | Ka‘a‘awa Elementary | 124 | 55% | 2% | 62% |
| | Kahuku Elementary | 493 | 67% | 5% | n/a |
| | Lā‘ie Elementary | 686 | 58% | 5% | n/a |
| | Sunset Beach Elementary | 477 | 35% | 2% | n/a |
| | Enchanted Lake Elementary | 510 | 33% | 1% | 73% |
| | Ka‘elepulu Elementary | 193 | 15% | 3% | 100% |
| | Keolu Elementary | 144 | 62% | 4% | n/a |
| | Maunawili Elementary | 384 | 37% | 1% | n/a |
| | Blanche Pope Elementary | 235 | 86% | 2% | 67% |
| | Waimanālo Elementary & Intermediate | 536 | 84% | 7% | 56% |
| | ‘Aikahi Elementary | 498 | 18% | 1% | 72% |
| | Kailua Elementary | 370 | 57% | 7% | 76% |
| | Kainalu Elementary | 546 | 33% | 2% | 82% |
| | Mōkapu Elementary | 921 | 33% | 3% | n/a |
| Early Learning Programs | | | | | |
| <ul style="list-style-type: none"> • Honolulu Community Action Program • Kailua Early Intervention Program • Kamehameha Schools • Kane‘ohe Community Family Center | | | <ul style="list-style-type: none"> • 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 | 524 | 84% | 15% | n/a |
| | Na‘alehu Elementary | 412 | 93% | 28% | 44% |
| | Kea‘au Elementary | 808 | 77% | 13% | n/a |
| | Mountain View Elementary | 508 | 92% | 3% | n/a |
| | Keonepoko Elementary | 632 | 91% | 5% | 64% |
| | Pāhoa | 432 | 91% | 8% | 27% |
| | Early Learning Programs | | | | |
| <ul style="list-style-type: none"> • Kamehameha Schools • Keiki O Ka ‘Āina | | | <ul style="list-style-type: none"> • 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 it has been essential in allowing Hawai'i P-3 and its age birth to 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 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 represented 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 47 HIDOE elementary schools. The leadership team regularly convened 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.** Having received 15-months of technical assistance from NGA Policy Academy team, Hawai'i team achieved the following: (1) hosted the Governor's Symposium in January 2014; (2) identified a set of guiding principles around early childhood assessment practices; (3) created and adopted pre- and post-assessment tools for the School Readiness Program for DHS Preschool Open Doors; (4) developed a PDERI (Professional Development and Educational Research Institute) course on child formative assessment for HIDOE teachers; and (5) generated a survey to gather information about how formative assessment is introduced and taught in higher education.
 - **National Summit of States.** A Hawai'i leadership team represented by public and private early childhood organizations, including HCYC (Hawaii Careers with Young Children), EOEL, Head Start Collaboration Office, ELAB, DHS, HIDOE, HAEYC, higher education, PATCH (People Attentive to Children, a childcare registry entity) and Hawai'i P-3, participated in the 2014 National Summit of States: NAEYC's 7th State Professional Development Leadership Team Work Day. With technical assistance from NAEYC, the Hawaii leadership team identified a goal and proposed next steps in creating a professional development advisory structure in delivering an effective and inclusive PD as well as devising a structure to provide quality and coordination among entities funding PD.

- **The Hawai'i Early Childhood Action Strategy Initiative.** This initiative is a comprehensive set of cross-sector 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. Hawai'i P-3 staff continued to participate in work groups focusing on quality PD and early childhood operating systems, focusing on seamless transition for all children from home to various early learning and development settings, including early intervention to DOE special education program.
- **Development and release of the Hawai'i Early Learning and Development Standards (HELDS) Implementation Guides.** In response to community request for additional implementation guides to support the development of older toddler to kindergarten entry age group, four additional guides were development to complement the three infant and toddler guides.
- **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. With the launching of birth to three grade (B-3) system, first through third grade teachers were invited to participate in this pilot to use the tool for formative assessment purposes.
- **Series of Professional Development to Support the DOE-EOEL PreKindergarten Teachers and Resource Teachers.** Hawai'i P-3 was tasked with three professional development projects to assist in successful implementation of the preK program in 18 HIDOE elementary schools: (1) coordination and facilitation of trainings on the research-based and developmentally appropriate tools in preK settings, including Hawai'i specific early learning standards, Teaching Strategies GOLD® (TS GOLD, an observation-based formative assessment tool to gather skills, knowledge and ability of individual students) and CLASS (an observation tool to measure the effectiveness of teacher-child interaction in child's learning environment); (2) CLASS observation of 20 preK classes; and (3) introduction of a coaching and mentoring model applicable in preK settings.

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 HIDOE 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 36 ECE and K-3 teachers have received tuition assistance to complete the PK-3 Graduate Certificate program through the University of Hawai'i at Mānoa (UHM) College of Education Curriculum Studies Department. Of these teachers, 18 have re-enrolled to complete additional courses to finish their Master's degree with emphasis in ECE.
- Through the Hawai'i P-3 scholarship and reimbursement program at the demonstration project level, a total of 27 teachers received assistances to complete early childhood courses for degree and/or certificate. Of these, one teacher received her Master's degree in education, two teacher aides received their Child Development Associate¹⁴ credential, and three teachers received National Board Certification.
- Collectively, over 450 ECE and K-3 teachers have participated in at least one professional development activity hosted by the Hawai'i 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.

¹⁴ 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 6: SY 2013–2014 Background Data Information of Hawai'i P-3 Demonstration Projects

| | Total Student Enrolled* | Low Income(F/R Lunch) | English Language Learner |
|--------------------------------|-------------------------|-----------------------|--------------------------|
| All 5 Demonstration Projects | 21,732 | 65.8% | 8.8% |
| Farrington Complex | 3,745 | 81.5% | 28.2% |
| Nānākuli-Wai'anae Complex Area | 4,593 | 84.2% | 4.2% |
| Windward District | 9,136 | 53.7% | 2.9% |
| Honoka'a Complex | 942 | 70.7% | 7.9% |
| Ka'ū-Kea'au-Pāhoa Complex | 3,316 | 88.0% | 12.0% |

Note: The "Total Student Enrolled" represents HIDOE official 2013-2014 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 2014 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 (51%).

The 2014 State school accountability report indicated that about seven out of eight students (88%) in KKP demonstration and about five out of six students (84%) in Nānākuli - Wai'anae demonstration communities participate in the free and reduced lunch program. It was also reported that one elementary school in the Farrington community has 99% free and reduced lunch program participation. Also in the Farrington community, approximately one out of three students (28%) are English language learners. It was recently noted that there were over 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, 66 percent of third graders are reading at grade level as measured by the Spring 2014 assessment, a marked decrease from 2013 test score of 71 percent (Table 7: Percent of Grade Three Students Proficient in Reading on HSA). Because Hawai'i will be replacing the Hawai'i State Assessments (HSA) in Math and Reading with the Smarter Balanced assessments in Spring 2015, a "bridge" assessment (part-HSA, part-Smarter Balanced) was administered in 2014. Unlike the HSA, which measures student attainment of the Hawaii Content and Performance Standards III, the Smarter Balanced assessments are aligned to the Common Core State Standards and measure not only what students know, but also how well they can apply their knowledge in real-world situations. It has been expected that the change to the new test and standards will result in a drop in scores as compared with previous years. Lower test scores do not mean students are performing any worse because these measures are newer and consist of higher expectations for student learning.¹⁵

¹⁵ For more information, please refer to HIDOE website on State Assessment: <http://www.hawaiipublicschools.org/TeachingAndLearning/Testing/StateAssessment/Pages/home.aspx>.

Table 7: 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% |
| 2013–2014 | 66.0% | 66.2% | 50.5% | 41.7% | 78.5% | 43.6% | 48.6% |

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

Note: In School Year 2008-2009, elementary schools in the Windward district, Honoka'a complex and Ka'ū-Kea'au-Pāhoa complex area were included in Non P-3 Schools, and in School Year 2009-2010, schools in the Ka'ū-Kea'au-Pāhoa 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'ū-Kea'au-Pāhoa complex area, School Year 2010-2011.

As expected, the third grade reading percentage proficiency decreased from 2012-2013 to 2013-2014 school year in all five demonstration communities (Table 7: Percent of Grade Three Students Proficient in Reading on HSA). Because of the different testing instruments used to measure children's reading achievement, further evaluation of the data, and community, school and student information would be helpful in understanding the percentage differences.

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 in the areas of Language and Literacy, Math, and Science. 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 at six elementary schools to support parents' understanding of early literacy and child development. During this grant period, 35 parent education/training events were held with at least three parents in attendance per event.
- To increase the accessibility in areas with limited number of early learning programs, both Honoka'a and KKP demonstration projects support the delivery of family-child interaction learning programs, also called Play and Learn groups, in their demonstration communities. 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 status.

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. Hawai'i 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 to jointly explore frameworks, starting points, and logical next steps for expanding and enhancing Hawai'i's current early childhood systemic efforts:

- A professional development session on P-3 self-assessment with Dr. Kristie Kauerz was held with the five P-3 demonstration project leadership teams to identify their wins and challenges in moving forward to sustain their P-3 work at the community level beyond P-3 funding;
 - A series of three meetings were held with key early childhood stakeholders to identify mission and purpose statements, committee structure, and operating principles of an integrated early childhood data system;
 - A team of seven represented Hawai'i at the 2014 National P-3 Conference, *Making It Work: Implementing a Comprehensive P-3 Approach Institute* in Seattle. The meeting lasted over three days and included lectures from leading state and national P-3 researchers and practitioner-experts, including Jerry Weast, a former superintendent of Montgomery Public Schools; team time to review and discuss the result of pre-conference evaluation of current P-3 work; and a small group session to interact and learn from three other state-level teams, which provided an opportunity for each state team to share their work plan for 2015;
 - A presentation highlighting Hawai'i P-3 demonstration project and its community partnership was facilitated at the 2014 National Head Start Association Conference; and
 - The Hawaii P-3 demonstration leadership team model was showcased in the National Association of Elementary School Principals' *Leading PreK-3 Learning Communities Competencies for Effective Principal Practice* (2014).
- Hawai'i P-3 continues to utilize its P-3 website as a vehicle to disseminate information on P-3 community-based demonstration sites, information on the HELDS and its implementation resources, and state and national news pertaining to early learning and development. Visit <http://www.p3hawaii.org> for more information. Furthermore, a monthly e-newsletter is published to provide updates on P-3 activities and information on current state and national professional development opportunities and news related to early literacy and early learning.
 - With EOEL as the state early learning entity, the strategies and best practices of the Hawai'i 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 a solid early literacy foundation must involve public and private sectors with EOEL's leadership.