



Creating an Equity-Oriented Statewide Model of Children's School Readiness: Hawai'i P-3 Initiative

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



HAWAI'I P-20

Partnerships for Education

Spark. Transform. Excel.

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

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

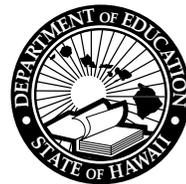


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PROJECT SUMMARY

The Hawai'i P-3 Initiative: Creating an Equity-Oriented Statewide Model of Children's School Readiness (HI P-3) is an integral component of Hawai'i P-20 Partnerships for Education, which is focused on strengthening the entire education pipeline. The HI P-3 Initiative is funded primarily by a \$10 million grant from the W. K. Kellogg Foundation in 2007. Together with that 2007 grant, this supplemental grant ("Equity" grant) from 2011 supports the goal for HI P-3 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.

The objectives of the grant were already made possible with matching funding from the Hawai'i-based Harold K. L. Castle Foundation, the Sam and Mary Castle Foundation, and Kamehameha Schools, which enabled HI P-3 to launch a total of five "demonstration projects" across the State of Hawai'i. HI P-3 is engaging communities in systems-level change by mobilizing cross-sector partnerships in these five areas to create the foundation for school success during children's early years. These five P-3 demonstration projects form a network of school partnerships implementing P-3 programs to generate and disseminate new knowledge and best practices critical to reducing achievement gaps based on socioeconomic status and ethnicity.

Specifically, this grant provided for the expansion of the fourth and the creation of the fifth HI P-3 demonstration project, both of which are located in communities with large percentages of vulnerable groups of students. The two communities are:

- Windward District on the island of O'ahu
- Ka'ū-Kea'au-Pāhoa Complex on the island of Hawai'i

HI P-3 continues to lead efforts in several initiatives that have statewide implications, such as the development and release of Hawai'i Early Learning and Development Standards (*HELDS*), a set of research-based standards that identify the expectations of knowledge and behavior for children from birth up through kindergarten entry. This effort was made possible in collaboration with the Executive Office on Early Learning (EOEL).

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

To gauge the effects of HI P-3 efforts on student outcomes, HI P-20 has consulted with P-3's external evaluators, the RAND Corporation. In April 2012, RAND researchers facilitated focus groups of demonstration project stakeholders to assess the progress of the projects' work and gather information about strengths and challenges to inform HI P-20 of success and recommendations to improve HI P-3 work.

PROGRESS TOWARD GOALS

ENGAGING P-3 COMMUNITY TEAMS

HI P-3 is engaging communities in systems-level change by mobilizing cross-sector partnerships in five communities with low-income, under-represented populations with little access to high quality learning environments. These five demonstration projects form a network of school partnerships implementing P-3 programs essential to creating foundation for school success during children's early years. The demonstration projects are generating and disseminating new knowledge as well as informing the best practices critical to reducing achievement gaps based on socioeconomic status and ethnicity

In 2011, Hawai'i P-20 launched the Ka'ū-Kea'au-Pāhoa Complex area (KKP) as the fifth demonstration project in order to intentionally align with improvement work already underway by the Hawai'i Department of Education (HIDOE) in that area. The KKP Complex area covers a wide geographic area from Hilo to Nā'ālehu (65 miles). Eight out of 10 students are economically disadvantaged, while nearly half are Native Hawaiian—student groups that consistently rank below non-economically disadvantaged, non-Hawaiian children in reading and math proficiency.

At the same time, HI P-3 expanded its funding to the Windward district demonstration project, which had been launched in 2010. The Windward project includes two HIDOE complex areas in the Windward community, 19 of which are Title I schools. About 46% identify themselves as Native Hawaiians. The Windward project serves potentially 10,000 students.

Both 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 HIDOE system. Collectively the two P-3 leadership teams represent ten 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 twenty-

nine HIDOE elementary schools. The leadership team convenes regularly as a professional learning community to assess and execute plans supporting project goals, outcomes and objectives. From these meetings, community-based initiatives are introduced, implemented, monitored and evaluated. The following lists some of the initiatives:

- Use of CLASS scores in both ECE and K-3 classrooms to inform teacher professional development needs;¹
- 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.

LESSONS LEARNED

In addition to the P-3 leadership team meetings, the demonstration project coordinators meet regularly with the HIDOE Complex Area Superintendents (CASs) to provide progress and updated information that may impact the HIDOE elementary schools in their complex areas. Both community projects recognize that building a strong relationship among the instructional leaders within the community is a critical and key component to continued success and for sustainability of the P-3 principles. Although the P-3 concept is research-based and nationally recognized, it cannot be successful without a full commitment from the CASs, administrators of community early learning programs, teachers and practitioners.

¹ Classroom Assessment Scoring System (CLASS), published by Teachstone, Inc., is a research-based observation tool to help teachers and schools improve the quality of their interactions with students.

PROGRESS TOWARD GOALS

REPLICATING SUCCESSFUL COMMUNITY STRATEGIES

Demonstration project plans and actions are guided by a research-based framework, which represents a construct for comprehensive systemic change. The HI P-3 demonstration project framework converges around literacy, addresses structural barriers and outlines key elements of effective early education programs. The P-3 framework is structured around seven focus areas that are embodied by outcomes, objectives, and activities driven by research, professional knowledge, and ongoing evaluation:

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

This framework identifies cross-cutting principles for strengthening the P-3 alignment. Embedded in the P-3 framework design are actionable strategies that promote and encourage statewide efforts to create and sustain enabling policies and infrastructure supporting system-level change toward a comprehensive, high quality, equitable education systems aligned between early learning and development programs and elementary schools to ensure a seamless continuum of services and education for young children, ages 0 to 8.

Delineated below are just some of the 2012 highlights of activities of the two HI P-3 demonstration projects, guided by seven focus areas of the P-3 framework

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

- Both demonstration projects convened cross-sector meetings, either monthly or quarterly, as a professional learning community to assess and evaluate plans supporting project goals, outcomes and objectives. In KKP, a Core Lead Team, comprised of an elementary school

principal, an educational consultant, a community early childhood partner and the P-3 project coordinator, was formed, in addition to the P-3 Leadership Team, to keep abreast of the P-3 plans and activities.

- The Windward demonstration project held its 8th Annual School-Based Transition Conference in January 2012 that provided an array of breakout sessions on topics related to early childhood literacy, transition from early learning to elementary school settings, culturally appropriate instruction, developmentally appropriate practices and using data to inform instruction. Over 200 education leaders, practitioners, community members and parents participated in this district wide conference.

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

- All kindergarten teachers (23 out of 23 teachers) in the KKP Complex area participated in a visitation event to Kamehameha preschool programs to observe preschool curriculum and instruction. A debrief discussion with the preK teachers was held after the visitation to discuss curriculum planning and implementation, and successful instructional practices that impact student learning.
- The Windward demonstration project provided an opportunity for a cross-collaboration between forty-one (41) ECE and thirty-six (36) kindergarten teachers to learn about language arts curriculum and assessment.

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

- Both demonstration sites employed classroom assessment tools such as the CLASS observation tool to define and measure the quality of teacher-child interaction in early childhood and elementary classrooms and to improve that interaction. The CLASS progress to date:
 - Number of classrooms observed: 41 preK and 51 kindergarten classrooms
 - Number of coaches trained in MyTeachingPartner model²: 8
 - Number of ECE teachers coached by trained coaches: 10
 - Number of K-3 teachers coached by trained coaches: 15

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

- The KKP demonstration project sponsored fourteen (14) kindergarten teachers to attend a training session with Dr. Stephanie Dalton on intentional teaching practices in early literacy and math instruction.
- In response to the HIDOE adopting the Common Core State Standards (CCSS) for K-12, the Windward demonstration project led the training of 160 district kindergarten to 2nd grade teachers in the use of the CCSS in language arts and literacy, and mathematics.

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 of early learning programs in areas with limited number of early learning programs, KKP supported the delivery of family-child interaction learning programs or Play and Learn groups, in their demonstration communities. Weekly attendance at the two Play and Learn groups ranges from 10 to 14 child-family pairs.
- The Windward P-3 team coordinated the Windward Developmental Screening Project to provide free developmental screening and follow-up services for children ages 0–5 to ensure health

needs of young children are addressed prior to entering kindergarten. To date, a total of 22 children were vision and hearing screened. Two of the children were referred for further testing.

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

- The KKP P-3 replicated a P-3 Book Bag Project similar to Honoka’a demonstration project’s book club to increase literacy development of 0–5 year old children. To date, 800 literacy book bags were distributed to ECE and K-3 classrooms to start a classroom lending library program.
- The Windward P-3 continues to provide transition programs and activities for all incoming Kindergarten students and distributed over 1,900 literacy activity cards to families of young children. These cards included literacy activity ideas to do in the community and at home.

Focus Area 7: Data

- Six kindergarten teachers in the KKP demonstration project are piloting a kindergarten entry assessment/observation form to identify students in need of intervention support.
- The Windward demonstration project continues to administer a locally designed kindergarten entry assessment, Bridging the Gap, for all Kindergarten students to identify strengths and weaknesses of academic preparation prior to Kindergarten, and to provide information to enhance instructional practices.

LESSONS LEARNED

Prior to 2012, the demonstration project coordinators met quarterly and informally to share their successes and challenges of their P-3 work. The current HI P-3 team decided to take on a facilitator’s role to support this gathering by formalizing the meetings to intentionally provide a forum to share successes, lessons learned and strategies that are culturally appropriate and community-based. These meetings have been instrumental in aligning best practices, identifying resources that could be shared across the demonstration communities and building professional capacity of the project coordinators.

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

PROGRESS TOWARD GOALS

ALIGNING STATEWIDE EFFORTS

HI P-3 team has collaborated with the Executive Office on Early Learning (EOEL) and HIDOE to implement statewide initiatives for system level change:

- **Creation of the EOEL.** The EOEL was created by the State of Hawai'i in July 2012 with an age 0-8 focus. Previous to the 2007 investment made by the W.K. Kellogg Foundation around the P-3 work, the State often focused on ages 0-5 only. There had been no discussions around the transitions that young children have to make from early childhood education into the K-12 system. Due to the success of the P-3 work, the State has recognized the developmentally appropriate focus on the ages of 0-8 as the EOEL works on education, health and social services issues for young children.
- **Development and release of the Hawai'i Early Learning and Development Standards (HELDS)** is a set of research-based standards that identify expectations of knowledge and behavior for young children through a chronological continuum. HI P-3 convened a workgroup of representatives from: Center on the Family at the University of Hawai'i, the Early Learning Advisory Board (ELAB), Good Beginnings Alliance (GBA), HAEYC, HIDOE and HI P-20. These representatives worked closely with the Director of the Executive Office on Early Learning (EOEL). This group researched previous state-wide efforts and 29 states' standards as well as national resources. Following this work a draft was created and disseminated to a larger group including representatives from various early childhood programs and content specialist at HIDOE. Once a draft was finalized, HI P-3 team held ten (10) focus groups state-wide, participated by over 100 people, who made comments that were then addressed by the workgroup. In October 2012, the Governor endorsed the HELDS, followed by the Early Learning Advisory Board.³ The HELDS mark the first time Hawai'i's early childhood field has a set of standards that aligns with the HIDOE and the Common Core State Standards and aims to allow
- for a smoother transition from early childhood to kindergarten for all students, regardless of race or ethnic background or geographic location.
- **Individualized kindergarten entry assessment (KEA) through Teaching Strategies GOLD®** provides information about individual student's school readiness that would allow teachers and educators to tailor their curriculum and practices to meet the learning needs of each students. Since 2002, HIDOE has been using Hawai'i State School Readiness Assessment (HSSRA) to assess children's readiness for school and schools' readiness for children for the majority of a class (at 75% or higher). After extensive research, HI P-3 learned that a number of states have decided to use *Teaching Strategies GOLD®* (GOLD)⁴, as the tool for an individualized kindergarten assessment or inventory to check individual student readiness for kindergarten. Moreover, HI P-3 discovered that all of Head Start grantees in Hawai'i and KCAA Preschools of Hawai'i are using GOLD for ongoing formative assessment of students enrolled in their programs. Finally, GOLD is aligned to the Common Core State Standards, a set of K-12 standards adopted by the State of Hawai'i. This provided a perfect opportunity to enhance the alignment of ECE and HIDOE practices. The feedback from teachers who are piloting GOLD will inform whether GOLD is a viable tool for the state to adopt as the KEA for all kindergarten students.
- **Hawai'i Early Childhood Action Strategy Initiative** is a comprehensive set of cross-sectorial action strategies to coordinate efforts on behalf of young children, prenatal to age eight, by developing partnerships and alignment of policies and programs to achieve improved outcomes in health, safety, and school readiness and success. The EOEL engaged key partners across the state to define the desired outcomes for children and families, and the critical strategies that need to be prioritized over the next three to five years. This Hawai'i

³ See <http://earlylearning.hawaii.gov/executive-office-on-early-learning-announces-research-based-standards-for-earlylearning/>.

⁴ *Teaching Strategies GOLD®* is an authentic, ongoing observational system for assessing children from birth through kindergarten, proven to be valid and reliable by extensive field testing. GOLD also is aligned with the Common Core State Standards, adopted by the State of Hawai'i in 2010.

Early Childhood Action Strategy initiative was launched in Summer 2012.⁵ The HI P-3 Director of Early Learning and two P-3 demonstration project coordinators were recruited as co-leaders, representing public and private sectors, for three of the six goal areas defined by the EOEL based on the Pathways framework.⁶ Replicating best practices and sustaining effective P-3 strategies from the HI P-3 demonstration sites are being introduced and embedded as critical action strategies to be implemented statewide.

- **Convening CLASS Consortium** is a venue to gather key users of CLASS to discuss how best to utilize CLASS efficiently, consistently and systematically throughout the state. Because much effort has been invested in the implementation of the CLASS observation tool in both early learning and elementary settings, including the Head Start programs Kamehameha preschools and the state's Quality Rating and Improvement System (QRIS) pilot project, the HI P-3 team with the Windward demonstration project coordinator hosted the first CLASS Consortium meeting that was attended by ten practitioners. The attendees shared their current CLASS implementation activities and their agency-specific resources. The next meeting is scheduled for January 2013 and will expand to include those using CLASS in grades K-3 and higher education.

LESSONS LEARNED

- A common thread was raised by the HELDS focus groups—a need for supplemental materials for the early childhood practitioners in implementing the HELDS in their respective early learning settings. In collaboration with the EOEL, HI P-3 released an RFP in December 2012 to encourage community groups to develop cultural appropriate implementation guides and resource materials for educators and parents on the HELDS.⁷ The deadline to submit proposals is January 31, 2013.
- When GOLD was introduced as a possible individualized kindergarten entry assessment in Hawai'i, HI P-3 was pleasantly surprised by the level of interest and demand expressed by HIDOE

teachers and administrators, including Kathryn Matayoshi, the HIDOE Superintendent, who released a letter of support for the pilot project. The HI P-3 team has met with the HIDOE leadership, including the Student Accountability Office and the Office of Curriculum, Instruction and Student Support to ensure that the individualized assessment meets the needs of HIDOE. HI P-3 plans to capitalize on this momentum and meet with complex area superintendents to expand the pilot project to include additional 20 more kindergarten classrooms in 2013-2014 school year.

- The efforts of CLASS implementation in Hawai'i were recognized by the founders of the CLASS observation tool. In May 2012, HI P-3 was invited to a meeting hosted by the University of Virginia's Center for Advanced Study of Teaching and Learning (CASTL) and Teachstone, entitled *Using Evidence-Based Tools to Support Teaching and Learning*. The goal of this meeting was to gather information from schools, districts and states regarding the use of CLASS for teacher evaluation and support systems. The meeting provided an opportunity for the authors of the CLASS and MyTeachingPartner (MTP) Coaching model to hear feedback from HI P-3 about its work being a CLASS observer as well as its coordination with programs and schools implementing MTP in the demonstration sites.

⁵ See details and implementation progress at <http://earlylearning.hawaii.gov>.

⁶ "Pathways to Children Ready for School and Succeeding at Third Grade," developed by Lisbeth B. Schorr and Vicky Marchand.

⁷ See Hawai'i P-3 website at <http://p3hawaii.org>

PROGRESS TOWARD GOALS

TRAINING P-3 TEACHERS AND LEADERS

Closing the achievement gap and ensuring that the “fade out” effects of early childhood program benefits do not occur in subsequent years of schooling requires professional development and learning opportunities for teachers and leaders that build rich learning environments and bridge the differing ideologies between early childhood education and elementary schools. Equipping teachers and leaders with essential knowledge and skills to deliver high-quality developmental and educational experiences to young children is a key HI P-3 strategy.

- In collaboration with the University of Hawai‘i at Mānoa College of Education, HI P-20 facilitated the development of a PK-3 Graduate Certificate Program launched in Fall 2010, serving a cohort of teachers primarily in the HI P-3 demonstration sites. The cohort members who successfully complete this two year, 15 credit program can apply their credits toward a Master’s of Education degree in Curriculum Studies with an emphasis in early childhood. In Spring 2012, HI P-20 selected a third PK-3 Graduate Certificate cohort to begin in Fall 2012. The third cohort comprised of 18 educators from ECE programs and elementary schools. Fourteen of the 18 participants are from the Windward demonstration project (Table I).

Table I: PK-3 Certificate Cohort Participation

	Cohort I (Launched Fall 2010)	Cohort II (Launched Fall 2011)	Cohort III (Launched Fall 2012)
# of applicants selected	11	14	22
# of applicants dropped from program	2	2	4
# of participants on leave (will join Cohort II in Fall 2012)	2	0	0
# of participants	7	12	18
# of participants graduated	7	n/a	n/a
# of participants from Windward	0	10	14
# of participants from KKP	0	0	0

- HI P-3 continues to provide demonstration project leaders and partners with capacity building opportunities to support a community-based, “bottom up” P-3 local network of leaders, educational advocates, researchers, business representatives, educators and other key allies with a shared public education reform outlook. HI P-3 assembled and convened teams with multi-level representation to the following learning experiences within the state and across the nation to harness their collective knowledge, skills and experiences, and collectively explore frameworks, starting points and logical next steps for expanding and enhancing Hawai‘i’s current early childhood systemic efforts:
 - **W.K. Kellogg Learning Labs Conference in Mississippi**—a team of sixteen (16) leaders (HI P-3 demonstration project coordinators, philanthropic and business leaders, early childhood leaders and a State House Representative) participated in the W.K. Kellogg Learning Labs Conference in Mississippi. In addition to participating in state consulting sessions, attending sessions on innovative programming and promising practices, and brainstorming actionable items on how to move Hawai‘i toward public education reform aimed at racial equity and success by third grade, HI P-3 highlighted some of the state’s successes in its five HI P-3 demonstration sites as well as provided an update on the state’s policies on early learning.

- **2012 Annual Leadership Symposium & Hawai'i Early Childhood Conference**—a team of thirty (30) HI P-3 demonstration project leaders statewide attended the two-day 2012 HAEYC Annual Leadership Symposium & Hawai'i Early Childhood Conference. The team members represented the early learning community and HIDOE administrators and teaching staff from five of the HI P-3 demonstration communities statewide. An array of breakout sessions addressing professional development, policy and advocacy, early intervention, family engagement, early literacy, cultural competency and program improvement was available for participants. HI P-3, also, secured a special “P-3 invitation only” session with Ruby Takanishi, former president of *Foundation for Child Development*, to discuss sustainability of P-3 work in Hawai'i.
- **2012 Learning Forward Conference**—a team of six HIDOE administrators, comprised of three Complex Area Superintendents (CASs), two School Renewal Specialists and one ECE-K Curriculum Specialist, along with HI P-20 staff attended the 2012 Learning Forward Conference in Boston, Massachusetts. Breakout sessions included innovative strategies to improve horizontal and vertical alignment of K-12 system, data to inform professional development needs of program and practitioners, common core standards and teacher evaluation tools. The venue also provided opportunities for the HI P-3 team to share progress of the P-3 objectives and activities with the HIDOE administrators.

LESSONS LEARNED

- The value of and interests in a job-embedded professional development program for ECE workforce is evident by the 50% increase (from 12 to 18 students) in the number of PK-3 educators who have enrolled in the PK-3 Graduate Certificate program in Fall 2012. Unfortunately, the certificate courses were not available on-line, which limited the accessibility for teachers on the neighbor islands. In an effort to accommodate the on-going professional development needs of teachers, specifically on the neighbor islands, HI P-3 staff explored a couple of other options including
 - (a) meeting with HIDOE Office of Human Resources to develop an ECE track within their professional development credit program, PDE3 (Professional Development Experiences that Educate and Empower) to offer on-line 3-credit ECE courses;⁸ and
 - (b) convening with the coordinator of the online ECE course development project within the University of Hawai'i system to inquire about the current status of the project and the accessibility of the online courses across the four community colleges in Hawai'i. The conversation with the project coordinator led to the realization that although the ECE courses are offered online, there were infrastructure issues and programmatic logistics that needed to be addressed to standardize the distance education courses across the four community colleges.

In addition to developing and launching on-line ECE courses through the HIDOE PDE3 system, HI P-3 plans to hold a listening tour with higher education faculty to support the distance education system statewide.

⁸ Professional Development Experiences that Educate and Empower (PDE3), administered by the HIDOE Office of Human Resources, is a web-based, comprehensive professional development management system designed to support continuous improvement of HIDOE workforce. PDE3 site hosts Professional Development Credit courses to be used by teachers to reclassify to a higher classification for salary increase.

PROGRESS TOWARD GOALS

EDUCATING FAMILIES AND COMMUNITIES

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

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

- **2012 STEPS Transition Conference**—The Project STEPS (Sequenced Transition to Education in the Public Schools) is a national outreach project that was developed in response to local needs related to transition and it includes a focus on developing transition systems at state, regional and local levels. Over 300 state and community interagency team members participated in this conference in May 2012, including Head Start and other private early learning programs, DOH Early Intervention, HIDOE 619 Preschools, HIDOE school administrators and teachers, and families. At this conference, the Director of EOEL gave an overview of statewide early childhood efforts and HI P-3 Director of Early Learning summarized the highlights of HI P-3 work. A quality P-3 school community system was emphasized as the support children and families needed for student school success. Both of the HI P-3 demonstration project coordinators participated in breakout session to brainstorm a statewide transition plan.
- **“Our Keiki, Our Kuleana” (Our Children, Our Responsibility) workshop**—In August 2012, The Baby STEPS Council in the island of Hawai'i sponsored the statewide tour of Robin Karr-Morse, an expert in child abuse and neglect, and the long term effects on young children. A total of five sessions were held on four islands with over 400 attendees (representatives from ECE programs, DOH public health nursing, maternal and child health, and early intervention branches, DHS benefits and child welfare branches, HIDOE, and Dept of Public Safety) participated statewide to think about how each programs could best work with families to prevent and/or minimize traumatic experiences for children.
- **“Engaging with Families” Conference**—The Head Start Association of Hawai'i (HSAH) hosted a two-day event in November 2012 focused on family engagement. A resource speaker from the Office of Head Start/National Center on Parent, Family and Community Engagement as the featured speaker to define family engagement and share Head Start Parent, Family and Family Engagement Framework as a road map for progress in achieving positive and enduring change for children and families. Over 100 participants, including parents and early learning providers, participated in discussion around best practices and what family engagement at the systems level might look like. The highlights of HI P-3 demonstration projects around family engagement and community partnerships were presented.

LESSONS LEARNED

As more community providers understand the HI P-3 model and its successes in aligning the early learning and DEO systems to promote improved student outcomes, the requests for HI P-3 presence in various community based events, including those of local philanthropic organizations, have increased in 2012. The HI P-20 Executive Director and HI P-3 Director of Early Learning have presented the importance of P-3 at the following speaking engagements:

- Infant and Toddler Institute
- DHS Childcare Advisory Committee
- Early Learning Advisory Board (formerly called the Early Learning Council)
- Education Commission of the States' National Forum on Education Policy
- Grantmakers for Children, Youth and Families Conference
- Hawai'i Child Care Business Coalition Meeting
- Hawai'i Association for the Education of Young Children Annual Conference
- Hawai'i Careers for Young Children Meeting
- Hawai'i DOE's Office of Student and Curriculum Support Office
- Keiki Caucus Legislators' Meeting
- Kia'ika'ike Annual Director's Conference
- Quality Rating and Improvement System Steering Committee
- University of Hawai'i Center on the Family Annual Retreat

The HI P-3 team realized that resources and/or materials needed to be developed to promote, advocate and sustain the P-3 work. The HI P-3 team plans to write and disseminate issue briefs to highlight P-3 initiatives as well as lessons learned not only from the five P-3 demonstration projects, but also from the HI P-3 team.

FUTURE PLANS

STATEWIDE COORDINATION

In order to sustain the P-3 work in Hawai'i, HI 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 HI P-3 staff will continue to support and bring key education and development leaders together to be champions for alignment, in collaboration with the EOEL and HIDOE.

ENGAGING THE COMMUNITY

In addition to continued funding of the two HI P-3 demonstration projects, projected activities for Year 3 are listed below with intended goals and outcomes:

Projected Activities	Intended Goals and/or Outcomes
Offer professional development opportunities for early learning and HIDOE practitioners and leaders by exploring at least five state and national conferences that focus on P-3 alignment and sustainability.	<ul style="list-style-type: none"> ➔ Invite a team of at least five members who represent the P-3 system per conference.
Increase the accessibility of ECE courses online for degree or teacher re-classification credits.	<ul style="list-style-type: none"> ➔ Host a listening tour with the four community colleges in the state to assess current distance learning structure; and ➔ Develop on-line ECE courses through the HIDOE PDE3 system.
Develop the creation of supplemental materials that support successful HELDS implementation across diverse settings and audiences.	<ul style="list-style-type: none"> ➔ Support at least 10 resource material projects through the RFP process.
Promote the awareness of HELDS through number of early learning community's websites	<ul style="list-style-type: none"> ➔ At least 10 private and public early learning communities host the HELDS on their website.
Replicate the HELDS process to develop state's first Family Engagement Standards, in collaboration with EOEL and the Head Start Collaboration Office.	<ul style="list-style-type: none"> ➔ Facilitate at least 10 focus groups, support the write-up of the draft, finalize and disseminate.
Continue to support the cross-project collaboration and capacity building of the project coordinators for the sustainability of their P-3 work.	<ul style="list-style-type: none"> ➔ Host at least 2 all-day retreats with 100% participation from the coordinators.
Increase the number of kindergarten teachers piloting the individualized kindergarten entry assessment using GOLD.	<ul style="list-style-type: none"> ➔ Increase by 80% (i.e. twenty additional kindergarten teachers).
Sustain the implementation of CLASS in early learning and HIDOE classrooms.	<ul style="list-style-type: none"> ➔ Support recertification of at least 50 CLASS reliable observers and 10 CLASS reliable trainers, and ➔ Support at least one Head Start program to develop its own calibration system.
Write up policy briefs to highlight demonstration sites and HI P-3 work.	<ul style="list-style-type: none"> ➔ At least six policy briefs will be created and disseminated.
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 10 data needs assessment listening tours statewide; and ➔ Co-sponsor a statewide data summit for key stakeholders.

SUSTAINABILITY AND REPLICATION

HI 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 a full commitment from the principals, teachers and practitioners.

With the establishment of the Executive Office on Early Learning in June 2012, the HI P-3 team will continue to work closely with Terry Lock, the Director of the state office in creating a comprehensive early childhood development and learning system for young children, 0 to 8. The best practices and lesson learned from the HI P-3 initiatives and from the P-3 demonstration projects will be used to inform EOEL in developing that system statewide.

DISSEMINATION

Evaluation findings and HI 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, HI P-3 and HI P-20 websites).

RAND EVALUATION REPORT

The RAND Corporation completed and finalized its year two evaluation of the HI P-3 initiative in June 2012. This second year evaluation report presented internal, interim findings of HI P-3 progress and was noted that the report was not intended to represent final results. RAND examined plans, activities, and policy in two demonstration sites (Farrington and Nānākuli-Wai'anae) and at the HI P-20 level, with a focus on identifying and developing measures to assess progress and determining how the system underlying HI P-3 monitors and supports efforts to promote early literacy. The evaluation team worked with the two demonstration sites and the HI P-20 team to refine logic models that help to identify measures to assess P-3 implementation and progress. The findings were organized according to seven focus areas and rely on the five-component systems-change framework of HI P-20. The demonstration project leadership teams had an opportunity to review and comment before the final draft was released. The final draft of the evaluation report was distributed to the two demonstration project coordinators only and was not publicized.

Concurrently, RAND worked with the three demonstration sites, including KKP and Windward, to develop and refine logic models, which will serve as the basis for the development of appropriate indicators of progress for year three and subsequent years' evaluation reports.

HAWAII P-3 WEBSITE

HI P-3 launched a brand new website, which provides detailed information on Hawaii P-3 community-based demonstration sites, and the quality assessments and standards that are being implemented in early childhood programs around the state. Visit www.p3hawaii.org.

HAWAI'I P-3 VIDEO MO'OLELO

The updated "Hawai'i P-3 Initiative" video mo'olelo was released in December 2012 by Kinetic Production. The fifteen minute video footage tells the story (mo'olelo) of the events and the development of the five demonstration projects. It informs the field and educated target audiences about various approaches, best practices, lessons learned and unique stories of educators, students and families of the five P-3 demonstration sites. The video mo'olelo provides an alternative means of data representation that complements and enhances existing conceptions of knowledge and experience into public form not limited by traditional means of data representation and reporting.

LOOKING AHEAD TO 2014

For the next two years, the RAND Corporation will continue to evaluate P-3 activities to assess the progress that HI P-3 demonstration project communities are making relative to project outcomes and measures. RAND will release the third year findings in early 2013.

The use of video mo'olelo to document HI P-3 progress will be expanded within next two years to include a short seven-minute documentary to highlight system partnerships to align practices and policies for key stakeholders to promote sustainability of P-3 work. In addition, HI P-3 will contract a video production company to collect, code and archive video footage to document various approaches, best practices and lessons learned for the purposes of replication and sustainability of P-3 communities at the state and national level.

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APPENDIX A

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

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

APPENDIX B

HAWAI'I P-3 DEMONSTRATION PROJECT PROFILE

P-3 Demonstration Project	Elementary Schools	2011 Enrollment	Low Income (F/R Lunch)	English Language Learner	K students with prior preschool
Farrington Complex (Launched Fall 2009)	Fern Elementary	533	85%	34%	38%
	Ka'ewai Elementary	350	85%	28%	40%
	Kalihi Elementary	248	79%	46%	36%
	Kalihi-kai Elementary	608	74%	38%	30%
	Kalihi-uka Elementary	255	73%	13%	33%
	Kalihi-waena Elementary	593	86%	22%	30%
	Kapālama Elementary	683	61%	12%	62%
	Linapuni Elementary	171	94%	78%	67%
	Pu'uhale Elementary	239	80%	26%	27%
	Early Learning Programs Honolulu Community Action Program KCAA Preschools of Hawai'i Parents & Children Together				
Nānākuli -Wai'anae Complex Area (Launched Fall 2009)	Leihōkū Elementary	894	73%	5%	41%
	Mā'ili Elementary	892	84%	8%	45%
	Mākaha Elementary	609	85%	2%	50%
	Nānāikapono Elementary	898	89%	9%	47%
	Nānākuli Elementary	434	81%	13%	43%
	Wai'anae Elementary	566	89%	14%	27%
	Kamaile Academy	910	n/a	n/a	50%
Early Learning Programs 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	376	62%	7%	51%
	Waimea Elementary	576	70%	12%	44%
	Early Learning Programs Hawaii Montessori Preschools Ka Hale O Na Keiki Kamehameha Schools PATCH Small World Preschool				

P-3 Demonstration Project	Elementary Schools	2011 Enrollment	Low Income (F/R Lunch)	English Language Learner	K students with prior preschool
Windward District (Launched Fall 2010)	‘Āhumanu Elementary	376	39%	<1%	89%
	He‘eia Elementary	442	55%	2%	78%
	Kahalu‘u Elementary	252	80%	3%	79%
	Kāne‘ohe Elementary	615	34%	2%	78%
	Kapunahala Elementary	576	45%	<1%	69%
	Benjamin Parker Elementary	271	68%	4%	37%
	Pū‘ōhala Elementary	219	63%	4%	77%
	Waiāhole Elementary	68	72%	3%	73%
	Hau‘ula Elementary	267	79%	4%	71%
	Ka‘a‘awa Elementary	141	58%	<1%	76%
	Kahuku Elementary	490	66%	8%	63%
	Lā‘ie Elementary	658	58%	5%	73%
	Sunset Beach Elementary	451	32%	2%	72%
	Enchanted Lake Elementary	472	37%	2%	84%
	Ka‘elepulu Elementary	180	18%	2%	81%
	Keolu Elementary	154	59%	6%	46%
	Maunawili Elementary	376	42%	<1%	50%
	Blanche Pope Elementary	233	85%	1%	74%
	Waimanālo Elementary & Intermediate	439	85%	13%	62%
	‘Aikahi Elementary	502	19%	1%	77%
	Kailua Elementary	347	58%	5%	44%
	Kainalu Elementary	458	44%	2%	73%
	Mōkapu Elementary	826	34%	3%	56%
	Early Learning Programs Honolulu Community Action Program Kailua Early Intervention Program Kamehameha Schools Kane‘ohe Community Family Center			Rainbow School Seagull School Tūtū and Me Program Windward Early Childhood Services	
Ka‘ū-Kea‘au-Pāhoa Complex (Launched Early 2011)	Ka‘ū High & Elementary	566	82%	16%	71%
	Na‘alehu Elementary	373	93%	30%	31%
	Kea‘au Elementary	770	78%	16%	46%
	Mountain View Elementary	548	91%	3%	21%
	Keonepoko Elementary	593	90%	8%	55%
	Pāhoa	444	89%	10%	55%
		Early Learning Programs Kamehameha Schools Keiki O Ka ‘Āina			Hawaii Montessori Schools Parents & Children Together

APPENDIX C

EVALUATION REPORT

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

I. TO WHAT EXTENT IS THE P-3 FRAMEWORK BEING IMPLEMENTED?

Both demonstration projects have identified a community-based P-3 leadership team representative of the P-3 sectors—at least one member from an ECE provider, early learning community and HIDOE system. Collectively, the two P-3 leadership teams represent ten (10) 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 twenty-nine (29) HIDOE elementary schools. The leadership team convenes regularly as a professional learning community to assess and execute plans supporting project goals, outcomes and objectives, as outlined in the HI P-3 demonstration framework. 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-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.

The HI P-3 team has collaborated with the Executive Office on Early Learning (EOEL) and HIDOE to implement statewide initiatives for system level change:

- **Creation of the EOEL.** The EOEL was created by the State of Hawai‘i in July 2012 with an age 0-8 focus. Previous to the 2007 investment made by the W.K. Kellogg Foundation around the P-3 work, the State often focused on ages 0–5 only. There had been no discussions around the transitions that young children have to make from early childhood education into the K-12 system. Due to the success of the P-3 work, the State has recognized the developmentally appropriate focus on the ages of 0-8 as the EOEL works on education, health and social services issues for young children.
- **Development and release of the Hawai‘i Early Learning and Development Standards (HELDS).** The HELDS is a set of research-based standards that identify expectations of knowledge and behavior for young children through a chronological continuum. Over 100 key early learning and development program and state department leaders participated in focus group sessions to finalize the draft.
- **Individualized kindergarten entry assessment (KEA) through Teaching Strategies GOLD®.** TS GOLD provides information about 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. A total of thirty-eight (38) kindergarten and preK special education teachers from eighteen (18) elementary schools statewide participated in the GOLD training. Seventeen kindergarten classrooms in the Windward district and one in KKP are piloting the GOLD.
- **The Hawai‘i Early Childhood Action Strategy Initiative** is a comprehensive set of cross-sectorial action strategies to coordinate efforts on behalf of young children, prenatal to age eight, by developing partnerships and alignment of policies and programs to achieve improved outcomes in health, safety, and school readiness and success. Over 100 individuals from public and private sectors were involved in the development of the Action Strategy.

2. TO WHAT EXTENT ARE CHILDREN IN P-3 COMMUNITIES ON TARGET FOR READING SUCCESS BY THIRD GRADE?

HI 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, 70% of third graders are reading at grade level as measured by the Spring 2012 Hawai'i State Assessment (HSA), a marked increase from 62% in 2007.

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

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

School Year	State	Non P-3 Schools	Windward District	Ka'ū-Kea'au-Pāhoa Complex
2008–2009	62.4%	62.9%	n/a	n/a
2009–2010	69.0%	68.7%	75.1%	n/a
2010–2011	65.4%	66.0%	73.7%	52.0%
2010–2012	70.5%	69.0%	79.6%	55.6%

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

For the School Years 2008-2010, the HSA results of grade level proficiency at grade 3 of the elementary schools in the Ka'ū-Kea'au-Pāhoa (KKP) complex area were included in non P-3 schools. The Spring 2011 HSA results were excluded from non P-3 schools and serve as a baseline measure for KKP complex area. Similar to the State and Windward demonstration project community, the KKP site continues to make gains in third grade reading proficiency.

3. TO WHAT EXTENT ARE THERE GAPS IN OPPORTUNITY AND ACHIEVEMENT AMONG DIFFERENT STUDENT GROUPS?

Vulnerable students in Hawai'i are identified to be Native Hawaiians, 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 four ethnic groups of the KKP complex are Native Hawaiian (48%), Filipino (16%), White (12%), and Micronesian (8%) and that of the Windward district are Native-Hawaiian (47%), White (21%), Samoan (8%), and Filipino (6%).

The demonstration project communities are also 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 2012 Hawai'i State School Status & Improvement Report, about five out of six students (84%) in Ka'ū-Kea'au-Pāhoa Complex area participate in the free and reduced lunch program and less than half of the kindergarten population (44%) had prior preschool experience (Table 2).

Table 2: SY 2011–2012 Background Data Information of HI P-3 Demonstration Projects

	Total Student Enrolled*	Low Income(F/R Lunch)	English Language Learner	K-students with prior Preschool Experience
State	172,104	49.9%	8.7%	58.0%
Windward District	14,706	48.0%	2.9%	68.6%
Ka'ū-Kea'au-Pāhoa Complex	5,474	84.3%	12.7%	43.5%

Note: The "Total Student Enrolled" represents HIDOE official 2011-2012 public and charter school enrollment from grades K to 6.

Data Source: Hawai'i State Department of Education Systems Accountability Office–School Status & Improvement Report and Hawai'i Public Schools – Reports, Enrollment.

As indicated in Table 1 and Table 2, KKP, with a higher percentage of students of Pacific Islander (24% in KKP vs. 14% in Windward), English language learner (13% in KKP and 3% in Windward) and low income (84% in KKP vs. 48% in Windward) backgrounds, has a lower third grade reading proficiency rate (56% in KKP vs. 80% in Windward).