

# CAPTURING THE MOMENTUM

## Hawai'i P-3 Initiative 2012

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





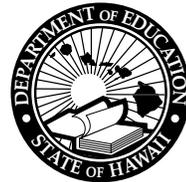
# HAWAI'I P-20

## Partnerships for Education

*Spark. Transform. Excel.*

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

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



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## PROJECT SUMMARY

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

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

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

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

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

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 (ECE) 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.

#### INCREASED ACCESS TO EARLY CHILDHOOD COURSES

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

- Seven (7) public school educators received their PK-3 graduate certificate in Spring 2012. Two of the seven teachers have signed on to pursue a Master’s Degree in Education with an emphasis in preK-3rd education.
- Twelve (12) ECE and elementary school teachers have completed the three out of five graduate-level courses of the certificate program. All twelve are anticipated to complete and receive their certificate in Spring 2013.
- Eighteen (18) public school preK to 3rd grade teachers have been selected in the third cohort of the program.

#### EXPAND KNOWLEDGE AND NETWORK OF LOCAL LEADERSHIP

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:

#### Network W.K. Kellogg Learning Labs Conference in Mississippi

In May 2012, HI P-3 hosted a team of sixteen (16) leaders (HI P-3 demonstration project coordinators, philanthropic and business leaders, early childhood leaders and a State House Representative) to 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 in Hawai‘i

In October 2012, HI P-3 provided an opportunity for a team of thirty (30) HI P-3 demonstration project leaders to attend the 2012 Hawai‘i Association for the Education of Young Children (HAEYC) Annual Leadership Symposium & Hawai‘i Early Childhood Conference in Hawai‘i. The 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 in Massachusetts

In December 2012, a team of six HIDEO 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 HIDEO administrators.

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 structural 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 HIDEO PDE3 system, HI P-3 plans to hold a listening tour with higher education faculty to support the distance education system statewide.

## 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 HIDEO 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;<sup>1</sup> 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

<sup>1</sup> Professional Development Experiences that Educate and Empower (PDE3), administered by the HIDEO Office of Human Resources, is a web-based, comprehensive professional development management system designed to support continuous improvement of HIDEO 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

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

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

### ALIGNMENT WITHIN THE FIVE DEMONSTRATION PROJECT COMMUNITIES

#### Network of five cross-sector P-3 demonstration projects

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.

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

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

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

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

This framework converges around literacy, addresses structural barriers and outlines key elements of effective early education programs. The framework identifies cross-cutting principles for strengthening the P-3 alignment. Delineated below are just some of the 2012 highlights of activities across the five HI P-3 demonstration projects, guided by seven focus areas of the P-3 framework.

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

All five demonstration projects identified a community-based P-3 leadership team representative of the P-3 sectors—at least one member from an ECE provider, early learning community and HIDOE system. Collectively the five P-3 leadership teams represent fifteen (15) early learning and development communities, including Head Start programs, private preschool providers, Kamehameha Schools, early intervention home visiting programs and Family-Child Interaction Learning programs, and forty-seven (47) HIDOE elementary schools. The leadership team convenes regularly as a professional learning community to assess and execute plans supporting project goals, outcomes and objectives. From these meetings, community-based initiatives are introduced, implemented, monitored and evaluated. The following lists some of the initiatives:

- Use of CLASS scores in both ECE and K-3 classrooms to inform teacher professional development needs;<sup>2</sup>

- 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, 16 ECE teachers and 20 kindergarten teachers of five elementary schools participated in Teacher Collaboration Week to help transition new kindergarten students into their kindergarten classrooms.

The Windward demonstration project had 70 ECE practitioners and 160 K-2 teachers attend at least one teacher training. Training topics included seamless transition and language arts curriculum and assessment.

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

All five demonstration projects continue to build capacity of CLASS certified observers to be deployed to ECE and elementary school classrooms to observe teacher-child interactions. Collectively, there are over fifty (50) Pre-K and K-3 CLASS observers in the state.

The Windward demonstration project began training of coaches using MyTeachingPartner (MTP) model to improve classroom instruction and teacher interaction with students.

- Number of coaches trained in MyTeachingPartner model<sup>3</sup>: 8 coaches
- Number of ECE teachers coached by trained coaches: 12 teachers
- Number of K-3 teachers coached by trained coaches: 10 teachers

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

In the Farrington demonstration project, a total of 135 prek-3rd grade teachers participated in a powerful interactions teacher training program to learn strategies to create optimal opportunities for teachers to teach and children to learn.

The Honoka'a demonstration project provides additional support to the kindergarten teachers in the community. To date, the Curriculum Specialist of Honoka'a P-3 has attended thirteen (13) kindergarten articulation meetings and facilitated trainings on developmentally appropriate instructional practices for 5-year-olds, early math skills, and language and literacy development.

**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, both Honoka'a and Ka'ū-Kea'au-Pāhoa (KKP) demonstration projects support the delivery of family-child interaction learning programs or Play and Learn groups, in their demonstration communities. Weekly attendance at these Play and Learn groups fluctuates depending on the weather and family access to transportation and/or employment.

- Attendance at two Play and Learn groups in Honoka'a ranged from 8 to 20 child-family pairs.
- Attendance at two Play and Learn groups in KKP ranged from 10 to 14 child-family pairs.

By leveraging resources, the Nānākuli-Wai'anae demonstration project conducted over 3,900 household recruitment door knocks and assisted in enrolling 67 children into ECE programs in the community.

2 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.

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

**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 three of the elementary schools to support parents’ understanding of literacy and learning. To date, a total of over 90 parents have participated in five parent education/ training events.

The Honoka‘a demonstration project distributed over 65 “Baby Steps to Literacy” book bags to third grade students through their elementary classrooms, and KKP distributed over 600 book bags to kindergarten students to support student’s language and literacy development.

The Nānākuli-Wai‘anae demonstration project continued to canvass the community to promote early kindergarten registration by:

- distributing 200 early kindergarten registration door hangers;
- posting early kindergarten registration banners along main roads;
- advertising in community newspaper/newsletter urging parents to register early and providing information on what is necessary for registration; and
- running radio ads for 10 weeks.

**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)<sup>4</sup> scores of 296 preK and 604 kindergarten students. PreK and kindergarten teacher trainings were held to review the student data to inform instruction.

The Honoka‘a demonstration project administered the Kindergarten Readiness Test (KRT) for all 172 kindergarten students to identify strengths and weaknesses of academic preparation prior to kindergarten. Information from the result was used to enhance instructional practices.<sup>5</sup>

**ENHANCEMENT OF STATEWIDE ALIGNMENT**

**Creation of the Executive Office on Early Learning (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.

**Release of the Hawai‘i Early Learning and Development Standards (HELDS)**

To address the need for a set of child development standards for children from birth through kindergarten entry, 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, HIDEOE and HI P-20. These representatives worked closely with the Director of the 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 HIDEOE. 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.<sup>6</sup> The HELDS marks the first time that Hawai‘i’s early childhood field has a set of standards that aligns with the HIDEOE 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.

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

5 Kindergarten Readiness Test (KRT), published by Scholastic Inc., is intended to assist in determining a student’s readiness for beginning kindergarten.

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

## Hawai'i Early Childhood Action Strategy Initiative

Created by Act 178 in July 2012, the EOEL was charged with coordinating efforts on behalf of young children, prenatal to age eight, by developing partnerships and alignment of policies and programs to achieve improved outcomes in health, safety, and school readiness and success. 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 Early Childhood Action Strategy initiative was launched in Summer 2012.<sup>7</sup> 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.<sup>8</sup> 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.

## Hawai'i individualized kindergarten inventory of developing skills pilot

Since 2002 HIDOE has been using the group-focused 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). Although the information gathered from the results of HSSRA has been valuable, it is apparent that information about individual students is essential for two main reasons: (a) to provide teachers and educators with specific information about each student that would allow them to tailor their curriculum and practices to meet the learning needs of each student, and (b) to provide researchers and policy makers with data that would allow them to track learning experiences by student across educational agencies. After extensive research, HI P-3 learned that a number of states have decided to use *Teaching Strategies GOLD*<sup>®</sup> (GOLD),<sup>9</sup> 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.

In October 2012, a total of thirty-eight (38) kindergarten and preK special education teachers from eighteen (18) elementary schools statewide participated in the GOLD training. Twenty-five (25) kindergarten teachers have volunteered to pilot the GOLD as a kindergarten entry assessment, which translates to impacting approximately 550 kindergarten students.

## Leveraging resources in the implementation of CLASS

The Classroom Assessment Scoring System (CLASS) is a tool that measures the quality of teacher-child interactions across three domains that contribute directly to children's learning and development gains. As such, HI P-3 and the P-3 demonstration projects have invested much of their efforts in the CLASS tool to provide targeted and sustained feedback to program and teachers in both ECE and elementary settings. In addition, all Head Start programs, Kamehameha preschools, Keiki Steps classrooms and the state's Quality Rating and Improvement System (QRIS) pilot project, to name a few, are using CLASS to measure effective teacher-child interactions in their respective programs. The HI P-3 team saw this as a great opportunity to gather these key users of CLASS and discuss how best to utilize CLASS efficiently, consistently and systemically throughout the state. The first CLASS consortium meeting was held in December 2012 with ten (10) practitioners, representing Head Start, Kamehameha Schools, private preschool agencies and QRIS. 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

- Prior to 2012, the five 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

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

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

9 *Teaching Strategies GOLD*<sup>®</sup> 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.

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.

- 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*.<sup>10</sup> 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.

<sup>10</sup> See Hawai'i P-3 website at <http://p3hawaii.org>.

## PROGRESS TOWARD GOALS

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

Authentic and respectful relationships between families, practitioners and programs are critical to ensure a partnership in which all are working together to improve outcomes for young children. 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, HIDEOE 619 Preschools, HIDEOE 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.

#### **Universal Application Form Symposium in the leeward coast of O'ahu**

The primary purpose of the Universal Application Form (UAF) Symposium was to assemble leaders and data managers from ECE providers statewide to streamline enrollment processes to ease paperwork for families accessing early learning programs. In July 2012, a total of twenty-eight (28) representatives from early learning providers and HIDEOE participated in this one-day symposium to introduce the UAF and discuss the benefits of implementing the use of such a form. Currently, ten ECE providers on the leeward coast have signed up to pilot the use of UAF to streamline data to inform teaching and program development.

#### **“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, HIDEOE, and Dept of Public Safety) participated statewide to think about how each program 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.

## PROGRESS TOWARD GOALS

### IMPROVED INTERMEDIARY OUTCOME MEASURES FOR THE GOAL OF EVERY CHILD READING ON GRADE LEVEL BY THE 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 HSA results for the two original P-3 demonstration projects, launched in Fall 2009, continue to be promising. An academic achievement as measured by reading percentage proficiency by grade level indicated an improvement for both Farrington and Nānākuli-Wai'anae demonstration projects. Table 2 and Figure 1 show that the percentage of third graders in the Farrington Complex and Nānākuli-Wai'anae Complex Areas who met proficiency in reading increased and continued to make gains from School Year 2008-2009 (baseline year) to School Year 2011-2012.

**Table 1: Hawai'i P-3 Statewide Indicators**

Indicator and Measure	2006	2007	2008	2009	2010	2011	2012
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%
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%
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%

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

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

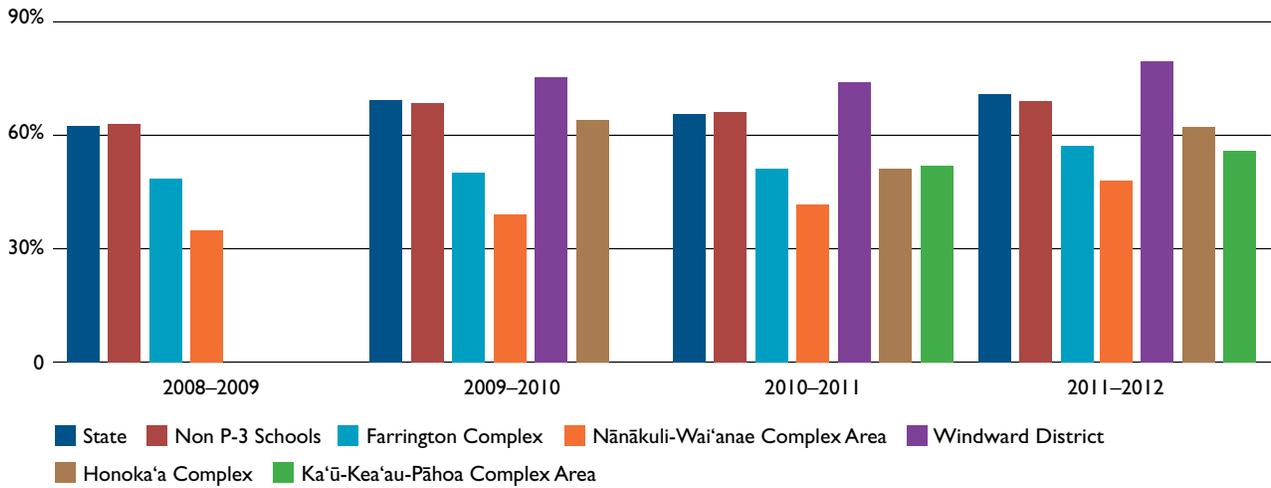
**Table 2: Percent of Grade Three Students Proficient in Reading on HSA**

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

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 four demonstration project communities, the KKP site continues to make gains in third grade reading proficiency.

**Figure 1. Percent of Grade Three Students Proficient in Reading on HSA: School Year 2008–2009 to School Year 2011–2012**



## LESSONS LEARNED

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

# FUTURE PLANS

## STATEWIDE COORDINATION

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 five HI P-3 demonstration projects, projected activities of Year 7 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"> <li>➔ Invite a team of at least five members who represent the P-3 system per conference.</li> </ul>
Increase the accessibility of ECE courses online for degree or teacher re-classification credits.	<ul style="list-style-type: none"> <li>➔ Host a listening tour with the four community colleges in the state to assess current distance learning structure; and</li> <li>➔ Develop on-line ECE courses through the HIDOE PDE3 system.</li> </ul>
Develop the creation of supplemental materials that support successful HELDS implementation across diverse settings and audiences.	<ul style="list-style-type: none"> <li>➔ Support at least 10 resource material projects through the RFP process.</li> </ul>
Promote the awareness of HELDS through number of early learning community's websites	<ul style="list-style-type: none"> <li>➔ At least 10 private and public early learning communities host the HELDS on their website.</li> </ul>
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"> <li>➔ Facilitate at least 10 focus groups, support the write-up of the draft, finalize and disseminate.</li> </ul>
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"> <li>➔ Host at least 2 all-day retreats with 100% participation from the coordinators.</li> </ul>
Increase the number of kindergarten teachers piloting the individualized kindergarten entry assessment using GOLD.	<ul style="list-style-type: none"> <li>➔ Increase by 80% (i.e. twenty additional kindergarten teachers).</li> </ul>
Sustain the implementation of CLASS in early learning and HIDOE classrooms.	<ul style="list-style-type: none"> <li>➔ Support recertification of at least 50 CLASS reliable observers and 10 CLASS reliable trainers, and</li> <li>➔ Support at least one Head Start program to develop its own calibration system.</li> </ul>
Write up policy briefs to highlight demonstration sites and HI P-3 work.	<ul style="list-style-type: none"> <li>➔ At least six policy briefs will be created and disseminated.</li> </ul>
Promote a culture of data utilization and sharing to improve instruction and student outcomes.	<ul style="list-style-type: none"> <li>➔ Support the facilitation of at least 10 data needs assessment listening tours statewide; and</li> <li>➔ Co-sponsor a statewide data summit for key stakeholders.</li> </ul>

## 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.

### 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](http://www.p3hawaii.org).

### HAWAI'I P-3 VIDEO MO'OLELO

The updated "Hawai'i P-3 Initiative" video mo'olelo (story) was released in December 2012 by Kinetic Production. The fifteen minute video footage tells the 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.

## APPENDICES

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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

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

- All five demonstration projects have identified a community-based P-3 leadership team representative of the P-3 sectors—at least one member from an ECE provider, early learning community and Hawai'i Department of Education (HIDOE) system. Collectively, the five P-3 leadership teams represent fifteen (15) early learning and development communities, including Head Start programs, private preschool providers, Kamehameha Schools, early intervention home visiting programs and Family-Child Interaction Learning programs, and forty-seven (47) HIDOE elementary schools. The leadership team convenes regularly as a professional learning community to assess and execute plans supporting project goals, outcomes and objectives. From these meetings, community-based initiatives are introduced, implemented, monitored and evaluated. The following lists some of the initiatives:
  - Use of CLASS scores in both ECE and K-3 classrooms to inform teacher professional development needs;
  - Cross-visitation between the ECE and K practitioners to promote horizontal alignment of curriculum and assessment;
  - Cross-training with ECE and K-3 educators to improve instructional practices that are developmentally appropriate; and
  - Emphasis of family partnership and engagement at community level to support parents' role as co-producers of good outcomes for their children.
- 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).** 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 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. A total of thirty-eight (38) kindergarten and preK special education teachers from eighteen (18) elementary schools statewide participated in the GOLD pilot training.
  - **The Hawai'i Early Childhood Action Strategy Initiative.** This initiative is a comprehensive set of cross-sectorial action strategies to coordinate efforts on behalf of young children, prenatal to age eight, by developing partnerships and alignment of policies and programs to achieve improved outcomes in health, safety, and school readiness and success. Over 100 individuals from public and private sectors were involved in the development of the Action Strategy.

## 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 community-wide professional development opportunities, including leadership symposiums and transition conferences, for practitioners, administrators and families. Collectively, over 150 ECE and DOE administrators have participated in at least one professional development activity sponsored by the demonstration projects to gain shared understanding of the P-3 principles.
- To date, a total of thirty-nine (39) ECE and K-3 teachers have received tuition assistance to enroll in the PK-3 Graduate Certificate program through the University of Hawai'i College of Education Curriculum Studies Department. In Spring 2012, seven educators have completed and received their PK-3 certificate. Two of the seven have re-enrolled to work on their Master's degree with emphasis in ECE.
- Through the HI P-3 scholarship and reimbursement program at the demonstration project level, twenty-seven (27) teachers have completed at least one three-credit ECE-focused course through the HIDOE's Professional Development Experiences that Educate and Empower (PDE3).
- Collectively, over 450 ECE and K-3 teachers have participated in at least one professional development activity hosted by the HI P-3 team or the demonstration project. Topics of the activity include the use of Common Core State Standards in language arts and literacy, and mathematics, developmentally appropriate practices, and positive behavioral support for classroom management.

## 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 (44%), Filipino (19%), White (11%), Micronesian (7%) and Samoan (6%).

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 2012 Hawai'i State School Status & Improvement Report, the five demonstration project communities, collectively, have a higher percentage of students who are considered low income (60%) and English Language Learners (9%), and a lower percentage of students with prior preschool experience (51%), relative to the State figures (Table 1).

Table 1: 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%
All 5 Demonstration Projects	37,367	60.1%	9.4%	52.8%
Farrington Complex	7,955	72.8%	24.7%	42.9%
Nānākuli-Wai‘anae Complex Area	7,888	78.7%	5.8%	43.8%
Windward District	14,706	48.0%	2.9%	68.6%
Honoka‘a Complex	1,844	63.0%	7.8%	45.6%
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.

In the 2011–2012 School Year, among the five demonstration projects, the Windward district had the highest percentage of kindergarten students with prior preschool experience (69%) followed by Honoka‘a (46%), Nānākuli-Wai‘anae (44%), Ka‘ū-Kea‘au-Pāhoa (44%) and Farrington (43%). The 2012 State school accountability report also indicated that about five out of six students (84%) in Ka‘ū-Kea‘au-Pāhoa demonstration and about four out of five students (79%) in Nānākuli-Wai‘anae demonstration communities participate in the free and reduced lunch program, and one out of four students (25%) in Farrington demonstration community are English language learners. It was recently noted that there were over twenty-seven (27) languages spoken in the Farrington complex area.

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

The Hawai‘i State Assessment (HSA) results for the two original P-3 demonstration projects, launched in Fall 2009, continue to be promising. Academic achievement as measured by reading percentage proficiency by grade level indicated an improvement in both Farrington and Nānākuli-Wai‘anae demonstration communities. Table 2 shows that the percentage of third graders in the Farrington Complex and Nānākuli-Wai‘anae Complex areas who met proficiency in reading increased and continued to make gains from School Year 2008–2009 (baseline year) to School Year 2011–2012.

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

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

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

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

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 increase young children's access to books, the P-3 demonstration projects have distributed over 1,600 "Book Bags for Literacy" to ECE and K-3 classrooms to start a classroom lending library program. The Honoka'a demonstration project has expanded this program and started to distribute books at the Food Pantry. To date, Honoka'a has provided over 75 books to children of families who visit the Food Pantry.
- The Windward P-3 has designed a literacy activity card project for young children, titled Healani He'e Project and partnered with businesses in the Windward district to increase literacy awareness not only for families and children but also for businesses in the community. The Healani He'e Project provides an opportunity for families to expose their children to letters and numbers while shopping. To date, the Windward P-3 project has partnered with two businesses and distributed over 1,900 literacy activity cards.

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?

- HI P-3 understands that building and strengthening partnerships, and alignment of policies and practices that bridge ECE and K-12 systems at both community and state levels are essential in achieving not only improved student outcomes but also sustainability of the P-3 principles. HI P-3 assembled and convened teams with multi-level representation to the following learning experiences within the state and across the nation to harness their collective knowledge, skills and experiences, and collectively explore frameworks, starting points and logical next steps for expanding and enhancing Hawai'i's current early childhood systemic efforts:
  - A team of sixteen (16) leaders attended the W.K. Kellogg Learning Labs Conference in Mississippi, and participated in state consulting session to brainstorm actionable items on how to move Hawai'i toward public education reform aimed at racial equity and success by third grade;
  - A special session with Ruby Takanishi, former president of *Foundation for Child Development*, was sponsored by HI P-3 to discuss sustainability of P-3 work in Hawai'i at the 2012 Annual Leadership Symposium & Hawai'i Early Childhood Conference. A total of twenty-four (24) key P-3 demonstration project leaders attended this session; and
  - HI P-3 convened a team of six HIDOE administrators to participate in 2012 Learning Forward Conference. Breakout sessions included innovative strategies to improve horizontal and vertical alignment of K-12 system, data to inform professional developmental needs of program and practitioners, and common core standards.
- HI P-3 launched a brand new website, which provides detailed information on Hawai'i 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](http://www.p3hawaii.org).
- The updated "Hawai'i P-3 Initiative" video mo'olelo (story) was released in December 2012 by Kinetic Production. The fifteen minute video footage tells the 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.