

PRESCHOOL DEVELOPMENT GRANTS 2016 ANNUAL PERFORMANCE REPORT

Hawaii





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

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

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

General Information

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

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

4. Grantee Name: Hawai'i State Public Charter School Commission

5. Grantee Address: 1111 Bishop Street, Suite 516

City: Honolulu State: Hawaii Zip: 96813

6. Project Director Name: Sione Thompson

Title: Executive Director

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

Email Address: sione.thompson@spcsc.hawaii.gov

Reporting Period Information

7. Reporting Period: From: 01/01/2016 To: 12/31/2016

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

Budget Period	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	\$2,074,059.00	\$3,903,068.00
b. Current Budget Period	\$2,243,282.00	
c. Entire Project Period (For Final Performance Reports only)		

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

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

10. Performance Measures Status

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



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

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

Grantee State: HI

PR/Award #: S419A150005

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

Overview of Progress:

The Hawai'i State Public Charter School Commission ("SPCSC") has experienced significant success in its second implementation year of the Preschool Development Grant ("PDG"). Hawai'i is unique in that it is the only Preschool Development Grant grantee that solely targets charter schools to implement new prekindergarten programs. Hawai'i is also unique in that all of its charter schools implement varying degrees of Hawaiian language and culture education. Hawai'i has two official languages: English and Native Hawaiian. Of the six schools implementing the Preschool Development Grant, two are Hawaiian language immersion schools.

The following video captures the significance of sustaining this program beyond the Preschool Development Grant. It may be viewed at: <https://www.youtube.com/watch?v=t4GFMMwIApU&feature=em-sub> digest

In 2016, this grant has enabled 193 four-year-old children to enter a high-quality preschool classroom and receive high-quality services, as defined by this grant. Of these children, approximately 61% of are brand-new enrollees to Hawai'i's early childhood system. Thus, it is highly likely that these children, who live in at-risk communities and have limited access to preschool programs, would enter kindergarten without any prior preschool experience without the support of the Preschool Development Grant. This impact has inspired our administrators and teachers, who have shared many success stories.

A teacher shared that the school year started off with students not having socialization skills to understand how to participate in a group setting and interact with peers. The new pre-K students did not have the skills to follow instructions or demonstrate beginning literacy skills. The teacher reported that by October, the students were well-adjusted, eager to come to school, able to follow instructions, and be a part of a group. They were developing early literacy skills such as letter recognition and letter-sound knowledge.

Another teacher stated that she had a child who came to school crying, hitting, kicking, and trying to run out the door. After building a positive relationship with this child and his parents, and helping him to adjust to the school routine, he was able to interact with adults and his peers in positive and appropriate ways.

There are numerous accomplishments. Six prekindergarten classrooms are in operation, each led by a teacher with at least a bachelor's degree. This year, Hawai'i exceeded this requirement by having four of the six teachers holding master's degrees. All PDG classes have teachers whose salaries are commensurate and aligned with public school teachers, a teacher-child ratio of at least 10:1, and maximum class size of 20 students. Each class follows the kindergarten schedule of six hours per day and ten months per year with a designated curriculum, and a formative assessment system.

Teachers, educational assistants and school administrators were provided with a strong professional development component, including a coaching and mentoring system available for all teaching teams.

Professional Development Opportunities. The PDG program is guided by the strong belief that ongoing professional development results in high-quality teachers. “The general consensus from research reviews and summaries is that teachers' implementation of new skills occurs primarily when specific training is combined with on-the-job coaching. Use of consultants/coaches for feedback on observed performance, supervision of systematic plan development and implementation, and support for ongoing challenges and decision-making appears necessary for changes in teachers' performance.” (Sheridan, Edwards, Marvin, & Knoche, 2009)

SPCSC has recognized that the most impactful method of creating high-quality teachers is through a systematic, ongoing professional development system. The SPCSC plan includes coordinated and targeted professional development workshops for the participating school principals, teachers and educational assistants. These topics were selected based on baseline foundational knowledge, assessment results, and teacher interest.

SPCSC provided the last three of ten workshops held in the 2015-2016 school year, to the teachers and educational assistants of the four Year One participating schools. During January through April 2016, three workshops were held in Hilo and covered the following topics: supporting social emotional development, family engagement focusing on transitioning into kindergarten, and school readiness.

In the 2016-2017 school year, ten days of training have been planned for the teachers and educational assistants of the six schools implementing programs this year. School administrators were also invited to attend these trainings to increase their knowledge of early childhood education and developmentally appropriate practices. As of December 2016, seven training events were provided.

Coaching and Mentoring. The Practice Based Coaching (PBC) model was used to support teachers in effecting positive outcomes for children within their teaching practices (National Center on Quality, Teaching, and Learning, 2014).

To work towards high-quality programs, the pre-K specialist and pre-K coach communicates with schools through weekly on-site classroom visits, phone calls, emails, text messages, and video conferencing. These contacts were individualized to support the school administrators and teaching teams and addressed areas of need such as classroom set-up, data collection and assessments, curriculum, and teacher efficacy. A Partnership Agreement form for coaching was introduced and signed to solidify the trusting relationship and responsibilities of both parties that is necessary for successful outcomes.

Using Data to Improve Outcomes. The use of teacher and environmental assessment data proved invaluable in improving the quality of the classroom environments at the participating schools and the efficacy of the participating teachers. Both the professional development and coaching provided by PDG staff relied on data from three key assessment sources: the Early Childhood Environment Rating Scale-Revised (ECERS-R), the Classroom Assessment Scoring System (CLASS) and student assessment data.

PDG staff review the assessment results both to model the process for school administrators and preschool teachers and to identify areas of strength and targeted areas for support.

Leadership. SPCSC is committed to building a strong early learning leadership community that is knowledgeable about the current issues and trends affecting Hawai'i's youngest citizens. The initial Early Learning Leadership Symposium was held in November 2015 inviting all 18 charter schools implementing a pre-K program funded through the PDG. The goals of the symposium was to gain and deepen the understanding of the critical periods of child development, particularly brain development prior to age five, to understand national and state early childhood perspectives, the prenatal to grade three (P-3) framework and to plan strategic family engagement activities using the logic model approach.

A follow-up meeting was held in April 2016 in Honolulu to provide another opportunity for the school teams to build cross-sector connections.

Topics included A Child Case Study: Identifying Community Support and School Resources, Nā Hopena A`o (HĀ), building on community partnerships to enhance schools' family engagement logic model. These logic models are used to plan strategically and intentionally to plan family engagement events using PDG funds to address student and family needs and interests.

The second annual Early Learning Leadership Symposium was held in December 2016 in Honolulu. PDG staff planned the symposium to strategically build upon the previous two leadership events.

The five key objectives of the symposium were:

1. To build a deeper understanding of how to support keiki [children] to become successful learners;
2. To bring the local community partners together to share successes, challenges, ideas and solutions for achieving excellence and equity for all keiki [children];
3. To develop a collective understanding of effective practices in order to sustain access to high-quality early learning programs;
4. To facilitate discussion with all stakeholders to support and to sustain early learning efforts; and
5. To foster peer networking to build community leadership.

The symposium created opportunities to leverage the expertise of the attendees and to build momentum for the early learning community to advance early childhood initiatives. This is reflected in the words of some of the participants:

"I was very happy to be a part of the conference. I am enthusiastic to move forward as part of a wider movement to educate our families and young babies."

"I liked learning about the opportunities for early childhood education. The passion in the room was inspiring."

Through the PDG program, SPCSC also strives to develop student leaders -- by ensuring that PDG students are well-prepared for kindergarten, PDG graduates become strong role models for their fellow kindergarteners. When asked to reflect on their first year of participation in the grant, two schools shared how their PDG programs led to successful transitions from preschool into kindergarten for PDG participants and helped to develop student leaders:

"The Pre-K class and teacher visited the K classroom several times, we had the K class join the Pre-K class for a field trip, and we partnered for a school performance. Pre-K students were quite familiar with the teacher, and her expectations by the end of the school year." -Administrator, Laupahoehoe Community Public Charter School

"All Pre-K keiki [children] are familiar with kindergarten routines from visits throughout the school year. This year Pre-K students were split between two different kindergarten classes. The intent was for them to be leaders of their classes." -Administrator, Ka Umeke Ka'eo Public Charter

School

Sustainability. Throughout Hawai'i, there is still a huge unmet need for high quality preschool for all of our children. Sustaining this pre-K program for Hawai'i's keiki, beyond federal funding, is vital to communities, particularly those in remote and rural areas which have limited access to high quality preschools. SPCSC has visited members of the Hawai'i State Legislature targeting those with PDG classrooms in their district as well as those with membership in key committees including those belonging to the education, finance committees. Two one-page flyers were developed to advocate for the continued funding of the pre-K programs in charter schools. A third document, developed by Child Care Aware of America provides the information about the cost of child care in Hawai'i using 2016 data. These documents may be found at: <http://www.chartercommission.hawaii.gov/spcsc-preschool-development-grant>

Family Engagement. SPCSC strongly supports and has invested in family engagement activities to support the development of family-school partnerships that will positively impact student success. Examples include providing opportunities for families to build protective factors and to support their children's learning and development, and to engage families as decision-makers in their children's education.

SPCSC supports PDG schools with planning and implementing family engagement activities that are reflective of their community needs by providing training on logic model development and use. Schools initiated their logic model work during the November 2015 symposium; then, from January through April 2016, a PDG-funded family engagement specialist met with each school administrator to assist in refining their logic model. During these meetings, the specialist discussed family engagement activities that were already implemented and used the logic model to help expand ideas for improvement and extension, as well as future possibilities. Thereafter, the SPCSC PDG staff has continued these supportive roles by continuing to meet with schools to further refine and share progress of their logic model plan to implement high quality family engagement activities.

In April 2016, SPCSC convened a follow-up meeting for the school teams to continue to strategize how to increase family and community engagement. The guest speakers shared about early intervention processes and the Native Hawaiian strength-based approach adopted by DOE, Nā Hopena A`o (HĀ) to familiarize participants with strategies for proactively working with children and families.

Here is a unique example of how the PDG schools have utilized the grant's support to connect with and involve their families in the education of their children:

A teacher shared that through this grant, she was able to meet with each family and develop a positive relationship built on mutual trust and respect prior to the start of school. This intentional family engagement meeting with each family, resulted in the pre-K attendance rate of 90.7 percent in the first semester of school year 2016-2017, the highest attendance rate in the entire school!

Ongoing Monitoring. SPCSC recognizes the importance of PDG grant compliance and has taken sound measures to ensure that the PDG criteria are met. SPCSC invested in quality time with each school to review and explain the detailed components of the MOA contract. Thereafter SPCSC has conducted monthly visits to ensure that the processes are followed. This provides opportunities for subgrantees to be monitored for grant compliance as well as to identify training and technical assistance needs. SPCSC also carefully reviews and approves all expenditures before reimbursement is made to ensure that all PDG funds are allowable and justified. Thereafter, a budget tracking spreadsheet is reviewed on a monthly basis to reconcile all expenses to ensure that both the schools and SPCSC mutually agree on the accuracy of the PDG classroom budget. In the spring of 2016, the Pre-K Grant Manager in conjunction with the SPCSC Organizational Performance Team has conducted pre-visit interviews and in-depth on site monitoring visits with each PDG school.

Enrollment. Through PDG funds, 80 slots were available in the first year of grant implementation, school year 2015-2016, 78 children had the opportunity to enroll in a Preschool Development Grant pre-K program. During school year 2016-17, year two, an added 120 slots in six charter schools were made available. As of December 2016, 115 children have the opportunity to participate in a high quality prekindergarten program.

In the two school years combined, as of December 2016, there were 193 eligible children enrolled in the Preschool Development Grant funded pre-K program in Hawai'i. Of that 28 children have since left the program. Combined, this represents 96% of Hawai'i's implementation enrollment capacity. PDG provided an increase of 1% eligible children served in Hawai'i in preschool programs.

Inclusion. As of December 2016, in combined school years, there were 193 children enrolled. Nine of these students have Individualized Education Plans (IEP) and receive(d) services in inclusive settings. Additional children currently enrolled in the program are in the process of evaluation for special needs or other comprehensive services. SPCSC will continue to recruit and enroll other eligible students were in the process of being evaluated for special needs services. SPCSC has communication with the Hawai'i Department of Education 619 Educational Specialist on an ongoing basis to ensure that enrollment in the PDG pre-K classrooms are considered as Free and Appropriate Public Education (FAPE) for children with disabilities. Formative assessment data will be continuously reviewed to inform the school teams if further evaluation is warranted or needed.

Comprehensive Services. SPCSC recognizes that programs such as Head Start provides an exemplar example of comprehensive programs. The charter schools, in partnership with the Hawaii Department of Education (HIDOE), does provide comprehensive early intervention services which includes comprehensive evaluation and support services. The challenge in many of our PDG school communities is the limited access to services or limited providers, particularly in rural areas across the state where these services are few and far between or non-existent. Thus, although many of the PDG charter schools provide referrals for these types of service, most schools lack financial resources to provide these direct comprehensive services. The Early Learning Leadership Symposia held each fall provides opportunities for schools to brainstorm with other community partners to build an alliance with other programs on how comprehensive services can be provided. SPCSC will continue to work with these schools and HIDOE to identify and build on these partnerships to bring increased awareness to the larger community regarding children and family needs. The PDG charter schools will be encouraged to collaborate with their HIDOE complex area offices and community partners to creatively strategize ways in which these comprehensive services may be provided.

Alignment within a Birth through Third Grade Continuum. Currently, a kindergarten entry assessment (KEA) is not mandatory in Hawai'i; however, SPCSC recognizes the value of KEA data and how it can be used to inform both preschool and kindergarten teachers and administrators, as well as early childhood and K-12 education stakeholders, on children's academic progress and development and readiness for kindergarten.

In the summer of 2016, SPCSC met with the directors of the PDG Year One schools to propose a KEA pilot for the PDG program. All of the schools agreed on both the value of assessing the kindergarten readiness of their incoming kindergarten students and the importance of comparing the readiness levels of PDG graduates and other kindergarteners (both those with other preschool experience and those with no preschool experience) to assess the efficacy of their PDG programs. Thus, the PDG contracts of all four Year One schools were amended to add kindergarten assessments to the list of deliverables. Two out of the four schools agreed to use Teaching Strategies GOLD as their KEA; the other two schools, both of which are Hawaiian language immersion schools, agreed to share high-level data from their own kindergarten assessment tools.

In preparation for the new kindergarten assessment activities, in Fall 2016, SPCSC provided professional development to the two Year One schools' kindergarten teachers at Na Wai Ola and Laupahoehoe on Teaching Strategies GOLD, including an overview of the tool and an evidence and data workshop. Once the Fall 2016 kindergarten assessments were completed, SPCSC reviewed the data with the teachers and administrators to share information about kindergarteners' learning and to help inform teacher practice.

SPSCS plans to continue its KEA pilot and expand the number of participating kindergarten classes in Year 3.



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

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

Grantee State: HI PR/Award #: S419A150005

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

1. Project Objective

1(a) GPRA Performance Measure: The number and percentage of Eligible Children served in High-Quality Preschool Programs funded by the grant. Describe the State's progress in meeting this Government Performance and Results Act (GPRA) measure based on enrollment of Eligible Children in High-Quality Preschool Programs funded by the grant as of December 1, 2016.

Hawai'i has strategically targeted schools located in rural and remote areas which have limited access to preschool programs. To offer high quality prekindergarten programs in these areas was an enormous additional benefit to these communities. According to the U.S. Census Data, as of December 2015 there is a total of 17,451 four-year-old children in Hawai'i.

During school year 2015-2016, SPCSC began the implementation of the Preschool Development Grant focusing on Hawai'i Island. This was strategically planned since more than 25% of children in Hawai'i County is below the federal poverty line according to 2015 Kids Count Data.

In the first year of grant implementation, 78 children had the opportunity to enroll in a Preschool Development Grant pre-K program.

During school year 2016-17, the second year of implementation of the Preschool Development Grant, an added 120 slots in six charter schools were made available. As of December 2016, 115 children have the opportunity to participate in a high quality prekindergarten program.

In the two school years combined, as of December 2016, there were 193 eligible children enrolled in the Preschool Development Grant funded pre-K program in Hawai'i. Of that 28 children have since left the program. Combined, this represents 96% of Hawai'i's implementation enrollment capacity. PDG provided an increase of 1% eligible children served in Hawai'i in preschool programs.

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

Recruitment efforts have conducted at various levels:

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

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

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

- Early Learning Advisory Board
- Executive Office on Early Learning
- Hawai'i Early Childhood Action Strategy

- UH Hawai'i P-20 Partnerships in Education
- Hawai'i P-3 Initiative
- University of Hawai'i Hilo Hawaiian Language School
- Hawai'i Department of Human Services
- Hawai'i Department of Health
- Hawai'i Department of Education
- Kamehameha Schools
- Hawai'i Children's Alliance Network (HICAN)
- Head Start Association of Hawai'i
- PACT Head Start
- Hilopa'a Family to Family Health Information Center
- 'Aha Punana Leo Preschool
- University of Hawai'i College of Education Early Childhood Education
- Honolulu Community College Early Childhood Department
- Kapiolani Community College Early Childhood Program
- University of Hawai'i Center on the Family
- Department of Health Public Health Nurses on Hawai'i Island
- Keiki o ka Aina
- Kindergarten Children's Aid Association (KCAA)
- People Attentive to Children (PATCH)
- Partners in Development

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

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

Since being awarded with the Preschool Development Grant, the State Public Charter School Commission has been working closely with the Hawai'i Department of Education ("HIDOE") educational specialist who oversees all IDEA services in all charter schools, particularly encouraging inclusion opportunities for preschool-aged children in the PDG pre-K classrooms.

As of December 2016, in combined school years, there were 193 children enrolled. Nine of these students have Individualized Education Plans (IEP) and receive(d) services in inclusive settings. Additional children currently enrolled in the program are in the process of evaluation for special needs and/or other comprehensive services. SPCSC will continue to recruit and enroll other eligible students were in the process of being evaluated for special needs services. SPCSC has ongoing communication with the Hawai'i Department of Education 619 educational specialist and coordinators to ensure that enrollment in the PDG pre-K classrooms are considered as Free and Appropriate Public

Education (FAPE) classroom placement sites for children with disabilities.

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

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

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

Over the past few years, Hawai'i has made significant milestones in creating an early childhood system. The Preschool Development Grant allows Hawai'i to continue on this momentum to continue to serve as models in targeted communities for expanding preschool to all four-year-olds from low- and moderately low-income families. The continued funding of the Preschool Development Grant will allow more families to participate in the early childhood system by expanding access to high-quality preschool programs. The public charter schools identified in the grant application were ready to serve the most at-risk children and those who are in need of preschool opportunities.

Act 178 (2012) established the Executive Office on Early Learning (EOEL), which is charged with creating a comprehensive early childhood development and learning system for Hawai'i's children, prenatal to age five. Only 56% of Hawai'i's four-year-olds attend a program that will prepare them for kindergarten. Families with lower income levels, who have the greatest need, are less likely to participate. Particularly in the last few years, Hawai'i has made great strides in early childhood education. During the 2014 state legislative session, \$3,000,000 in general funds were allocated to create Hawai'i's first state-funded prekindergarten program. However, public charter schools were not included in this first round of state funding. The Preschool Development Grant has allowed charter schools to increase the number and percentage of eligible preschool children served, particularly in rural areas with limited access to high quality early learning programs.

In subsequent years, Hawai'i's legislature has continued to support a comprehensive early childhood development and learning system for Hawai'i's children. In 2015 and 2016 legislative sessions, \$114,108 and \$276,400, respectively, was appropriated to support the Hawai'i Executive Office on Early Learning. In the same years, Hawai'i's legislature also appropriated \$2,764,000 and \$2,805,000 respectively, to sustain pre-K programs in DOE public schools. A significant win for Hawai'i's children was the eleven million dollar funding of the Preschool Open Doors program that subsidizes the tuition of four-year-old children in licensed child care programs. Unfortunately, in the rural remote areas of our neighboring islands, this excludes many of Hawai'i's children due to the lack of licensed child care providers.

In school year 2016-2017, the Preschool Development Grant has supported the creation of six new preschool classrooms on charter school campuses on the island of Hawai'i: Na Wai Ola Public Charter School in Mountain View, Laupahoehoe Community Public Charter School in Laupahoehoe, Ka `Umeke Kā`eo Public Charter School in Keaukaha and Ke Kula `o Nāwahīokalani`ōpu`u Iki Laboratory Public Charter School in Kea`au. In the second year of the grant, Hawai'i was able to expand this program by two schools on two additional islands. The new schools are Kualapu`u School on Moloka`i and Kamaile Academy in Waianae, O`ahu.

In grant year 2016, the Preschool Development Grant has provided 200 additional slots for four-year-old children to enter a high quality classroom and receive high quality services as defined by this grant. As of December 1, 2016, 193 eligible students were enrolled. Though a meager 2% of the total Hawai'i's four-year olds, this year approximately 70% are brand new enrollees to Hawai'i's early childhood system meaning that these children had no prior preschool experience prior to the Preschool Development Grant. Children living in high risk communities with families living in severe poverty, some homeless without access to basic needs including running water, electricity and plumbing, without the support of this grant opportunity, would enter kindergarten without any prior preschool experience and the opportunity to make lifelong changes. This focus has inspired administrators and our teachers who have shared many success stories.

"A large majority of kindergarteners enter school without the basic mathematical, literacy, language, cognitive and social-emotional skills needed to be successful in kindergarten. These

skills are the focus of any high quality Pre-K... We need to prepare our children so they will be ready to face the kindergarten challenges that lie ahead. Likewise, if we want to see our nation's youth fully prepared to take on the challenges of tomorrow; we must invest in the early learners of today. Please help us help our children succeed, for the sake of our communities, our nation, and our world.” -Early Education Teacher since 1994, Kamaile Academy Public Charter School

“The preschool development grant, and Pre-K programs that are offered to our communities through it, have provided for our families a means to connect, learn and grow in numerous domains. We are able to contribute to building our community as well assist in “caring” for our keiki as a whole village. The grant ensures we are able to continue this community service as well provide all best possible options for the growth and education of our children.” -Pre-K Teacher at Nā Wai Ola Pubic Charter School

1(b) GPRA Performance Measure: The number and percentage of children served overall in the State Preschool Program. Please describe any increases or decreases in this GPRA measure based on fall enrollment in the State Preschool Program for the 2016-17 school year.

Based upon the the enrollment in school year 2016-2017 there was an increase in the number and percentage of children served overall in Hawai'i's Preschool Development Garrant program.

According to the U.S. Census Data, as of December 2015 there is a total of 17,451 four-year-old children in Hawai'i.

During school year 2015-2016, SPCSC began the implementation of the Preschool Development Grant focusing on Hawai'i Island. This was strategically planned since more than 25% of children in Hawai'i County is below the federal poverty line according to 2015 Kids Count Data.

In the first year of grant implementation in school year 2015-2016, 78 children had the opportunity to enroll in a Preschool Development Grant pre-K program.

During school year 2016-17, the second year of implementation of the Preschool Development Grant, an added 120 slots in six charter schools were made available. As of December 2016, 115 children are participating in this high quality prekindergarten program.

In the two school years combined, as of December 2016, there were 193 eligible children enrolled in the Preschool Development Grant funded pre-K program in Hawai'i. Combined, this represents 96% of Hawai'i's implementation enrollment capacity. PDG provided an increase of 1% eligible children served in Hawai'i in preschool programs.

At the state level, SPCSC has used the Hawai'i Action Strategy meetings and Early Learning Advisory Board meetings to disseminate information about the PDG classrooms opening in Years One and Two.

Recruitment efforts have been conducted at various levels:

SPCSC has provided a media campaign with the major newspaper for the state, Honolulu Star

Advertiser, the Hawai'i Tribune Herald and the Molokai Dispatch. The news media was also contacted to inform the public of the new pre-K slots provided by the PDG and additional information was provided on the SPCSC website.

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

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

- Early Learning Advisory Board
- Executive Office on Early Learning
- Hawai'i Early Childhood Action Strategy
- UH Hawai'i P-20 Partnerships in Education
- Hawai'i P-3 Initiative
- University of Hawai'i Hilo Hawaiian Language School
- Hawai'i Department of Human Services
- Hawai'i Department of Health
- Hawai'i Department of Education
- Kamehameha Schools
- Hawai'i Children's Alliance Network (HICAN)
- Head Start Association of Hawai'i
- PACT Head Start
- Hilopa'a Family to Family Health Information Center
- 'Aha Punana Leo Preschool
- University of Hawai'i College of Education Early Childhood Education
- Honolulu Community College Early Childhood Department
- Kapiolani Community College Early Childhood Program
- University of Hawai'i Center on the Family
- Department of Health Public Health Nurses on Hawai'i Island
- Keiki o ka Aina
- Kindergarten Children's Aid Association (KCAA)
- People Attentive to Children (PATCH)
- Partners in Development

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

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

In the Year 2 APR, grantees must describe their progress towards identifying the measures, methods, and data on the school readiness of children served by the Preschool Development Grant. In the narrative below provide the following information:

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

Also, please describe, if applicable:

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

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

Assessment Tool/Mandated Level by State:

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

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

Gold however is not mandated by Hawaii's DOE.

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

Assessment Tool Implementation:

The formative assessment tool, Teaching Strategies Gold (TS Gold), is another way that SPCSC uses data to improve outcomes for children. As described in the TS Gold touring guide, this observational system for children from birth through kindergarten “helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do.” The tool consists of 38 objectives that fall within six areas of learning and development:

1. Social-Emotional
2. Physical
3. Language
4. Cognitive
5. Literacy
6. Mathematics

The three TS Gold schools administered the assessment twice during the 2015-2016 school year: once during Winter 2016 and again in Spring 2016. Having data from these two points in time enabled PDG staff to track students' progress over the course of the second semester and assess the impact of the PDG coaching, professional development, and other grant supports on students' learning. Although 55 PDG students total were assessed at the TS Gold schools during Winter/Spring, only 50 of those students participated in both the Winter and Spring administrations. From Winter to Spring, of the TS Gold items on which these 50 students were assessed, between 55% and 100% of PDG students either held steady at their previous rating level (i.e., below, meeting or exceeding) or demonstrated progress by moving up one to two levels, and the median was 74%.

Disaggregated Data Information:

When the program-wide data were disaggregated by school, the assessment results for two of the TS Gold schools proved very similar: at one, 94% to 100% of students held steady or demonstrated progress on all assessed items, while at the other 93% to 100% performed at the same level or higher on all but one assessed item (for the remaining item, the rate was 79%), and for both schools the median was 100%. The results for the third school, however, varied greatly -- anywhere from 0% to 95% of students stayed at the same level or showed growth on the assessed items, and the median was 47%.

The results for the third school and the low rates of progress are likely a result of turmoil going on at the school with administration and the pre-K teacher during that time which unfortunately impacted Spring 2016 assessment. It is encouraging, however, that those of the Spring 2016 PDG students who remained enrolled at the school during the following year demonstrated a higher rate of readiness for kindergarten. Of the school's 19 PDG students, 10 stayed on for kindergarten in school year 2016-2017. That fall, the kindergarten faculty administered TS Gold to all of their students, which allowed PDG staff to compare the results of PDG graduates for the 31 items assessed with those of their 19 non-PDG kindergarten classmates.

The percentage of the school's PDG graduates meeting or exceeding expectations in kindergarten ranged from 30% to 100%, but the rate was 90% or more for 26 of the 31 items, which is reflected in the median of 90%. The range for non-PDG kindergarteners was similarly broad, with 22% to 94% of students meeting or exceeding the expectations for the assessed items; however, 90% or more of the non-PDG group only met or exceeded expectations for three of the 31 assessed items and the median was 67%. These Fall 2016 TS Gold data indicate that, in spite of the fact that there was a downward trend for the PDG students at this school from Winter 2016 to Spring 2016, the school's PDG graduates appear ready for kindergarten in many areas, and had a higher rate of readiness than their non-PDG peers.

PDG staff review the assessment results both to model the process for school administrators and preschool teachers and to identify areas of strength and targeted areas for support. After the Fall 2016 data results were available, the PDG staff met with each school's PDG administrative team (school administrator and preschool teacher) to review the data. The teaching teams were able to use these data to address classroom needs as well as individual child needs. The pre-K coach also uses these data to support the teaching teams with the development of curriculum to address the targeted areas.

The data was also used as a systems approach to problem remediation. Teachers were asked to identify coaching needs to implement the targeted areas. These instructional needs may include modeling, professional development, sample lesson plan or lesson plan development, access to other resources and workshops.

Teachers were asked to identify family engagement strategies to support student success.

Teachers were also asked to identify ways in which their school system may support them, and their students and families in addressing their plans of action. This may include involving their student services coordinator, counselor, principal, and/or parent community network coordinator.

Further system analysis included identifying the community system that is supporting/may support students and families in addressing the plans of action. These community providers may include, and is not limited to public health nurses, health clinics, home visiting programs, homeless shelters, and parenting support programs.

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

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

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

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

Hawai'i's Definition of School Readiness:

The state legislature has adopted the following definition of school readiness: “Young children are ready to have successful learning experiences in school when there is a positive interaction among the child's developmental characteristics, school practices, and family and community support” (Act 13, Session Laws of Hawai'i 2002).

Statewide Data Reporting:

All of Hawai'i's charter schools participate in the Data eXchange Partnership (DXP) statewide longitudinal data system. Hawai'i is in the process of establishing a statewide formal early childhood data governance structure and membership. One of the tasks of this Early Learning Coordinating Council is to conduct data mapping across the data sharing partners and determine what and when data will be shared. This group is in the process of establishing data governance policies and procedures to achieve key goals towards data sharing, collection, analysis and reporting in order to better understand student achievement and success in kindergarten to grade 12 (K-12).

Continued Progress Towards School Readiness

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

For Preschool Development Grants - Development Grants States ONLY:

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

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

Five of the six PDG pre-K programs are implementing TS Gold as the formative assessment tool. The sixth school, Ke Kula `o Nāwahīokalani`ōpu`u Iki, Laboratory Public Charter School ("Nāwahī") is a Native Hawaiian medium school whose curriculum instruction is through a holistic cultural and is language approach. Nāwahī assessment tool used in the preschool program is the Curriculum-based Measurement ("CBM") tool. This tool is a researched-based, valid and reliable and has been developed by researchers at the University of Hawai'i Hilo and used for many years in the `Aha Punana Leo early childhood programs.

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While the statewide system is in process, SPCSC is working with the schools to analyze student assessment data to inform instruction and develop strategic action plans for students needing additional intervention. This analysis involves school administrators and PDG teachers who identify areas of strength and targeted areas needing additional support. Based upon data analysis, teachers develop instructional intervention methods to address target areas and to build on student strengths.

This data analysis processes allows teachers to identify coaching, mentoring and professional development needs.

This analysis also includes system-building strategies to address students' and families' needs. Teachers identify those involved in the school system that are part of the strategic next steps. These may include the school services coordinator, counselor, 619 coordinator, and/or behavioral health specialist, to provide input and consideration of a comprehensive student evaluation or to consider other options. This process may also include connecting with other community organizations who may have the expertise to address specific student or family needs e.g. medical/dental homes, agencies that address homelessness, the Department of Human Services to access medical, social services, nutrition and financial support services. This comprehensive approach also incorporates strategically planning family engagement activities based upon student data.

Using Data to Improve Outcomes. The use of teacher and environmental assessment data proved invaluable in improving the quality of the pre-K classrooms at the participating schools and the efficacy of the participating teachers. Both the professional development and coaching provided by PDG staff relied on data from three key assessment sources: the Early Childhood Environment Rating Scale-Revised (ECERS-R), the Classroom Assessment Scoring System (CLASS) and student assessment data.

ECERS-R is one of four early childhood environmental rating scales developed by the University of North Carolina at Chapel Hill. As described on its website (<http://ers.fpg.unc.edu/>), the scales are designed to assess “the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions.” These tools “define environment in a broad sense and guide the observer to assess the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities.”

ECERS-R consists of 43 items, which fall within seven categories, or “subscales”:

1. Space and Furnishings
2. Personal Care Routines
3. Language-Reasoning
4. Activities
5. Interactions
6. Program Structure
7. Parents and Staff

Each item is scored on a seven-point scale, with the following ratings: Excellent (7), Good (5), Minimal (3), and Inadequate (1). As described in the ECERS-R guide, “[a] higher average score will reflect the high quality of the program, which provides lots of stimulating activities and warm staff interactions with children and parents. Classrooms can get a high average score even if there are some limitations in the facility that cannot be changed, if the program is providing high quality experiences in other areas” (Cryer, Harms & Riley, 2003).

PDG staff administered the ECERS-R in five of the PDG classrooms during Fall 2016. On average, the classrooms earned five points or more (ratings of “Good” to “Excellent”) on 44% of the items assessed, with individual classrooms earning five points or more on anywhere from 27% to 68% of the assessed items.

The use of the ECERS-R tool was a good starting point for teachers to work on enhancing the quality of their learning environments. Using the results of the ECERS-R, the teachers reflected on their classroom environment and began the process of setting goals to work toward environmental improvements. The pre-K coach provided support during this process by providing resources and

ideas about how to develop a classroom with well-defined centers. PDG staff also provided teachers with opportunities to visit other high-quality preschool classrooms in their school community. This resulted in a shift in attitude and practice, creating a classroom environment that is developmentally appropriate. There was more child-initiated activities and the classroom setting that incorporates center interest areas.

CLASS was developed by researchers at the University of Virginia and, according to its website (<http://teachstone.com/classroom-assessment-scoring-system-class/>), has been used to improve teaching quality in over 7,400 programs in all 50 U.S. states and in 30 different countries. As described in the CLASS Pre-K manual, CLASS differs from ECERS-R in that it is “based solely on interactions between teachers and students in classrooms; this system does not evaluate the presence of materials, the physical environment or safety, or the adoption of a specific curriculum.” Instead, the tool “focuses on interactions between teachers and students and what teachers *do* with the materials that they have” (Pianta, La Paro & Hamre, 2008).

CLASS consists of 42 items that are grouped into 10 dimensions, each of which falls within one of three domains:

Emotional Support

1. Positive Climate
2. Negative Climate
3. Teacher Sensitivity
4. Regard for Student Perspectives

Classroom Organization

5. Behavior Management
6. Productivity
7. Instructional Learning Formats

Instructional Support

8. Concept Development
9. Quality of Feedback
10. Language Modeling

Like ECERS-R, each CLASS item is scored on a seven-point scale, but with slightly different ratings: High (6-7); Middle (3-5); and Low (1-2). Ratings are based primarily on the frequency and consistency of interactions and evidence, with high scores representing pervasive and ongoing activities, low scores representing rare or brief actions, and middle scores representing a mix of the two.

PDG staff administered CLASS in five of the PDG classrooms in Fall 2016. Four of the five classrooms were assessed on all 10 dimensions; the one remaining classroom, however, was not assessed on the three dimensions under the domain of “Instructional Support” -- instruction in this classroom is delivered in Native Hawaiian and PDG staff, who do not speak Native Hawaiian, did not have the necessary language skills to be able to assess these dimensions. PDG staff will seek a CLASS assessor who is fluent in the Native Hawaiian language for future CLASS assessments.

Using the available data for the five classrooms, PDG staff calculated program-wide averages for each dimension. To provide a frame of reference, these data have also been compared with the most recent CLASS results for the national Head Start program, which are from the 2014-15 program year (<https://eclkc.ohs.acf.hhs.gov/hslc/data/class-reports/class-data-2015.html>); these data have been translated into performance ratings according to the key above and are presented below. The national Head Start data were identified as a good point of comparison for the PDG data because the Head Start program has extensive experience administering the tool and has done so in hundreds of preschool classrooms nationwide since 2011.

<u>Emotional Support</u>	PDG, Fall 2016	Head Start, 2014-15
1. Positive Climate	High	High
2. Negative Climate	Low	Low
3. Teacher Sensitivity	High	High
4. Regard for Student Perspectives	High Middle	High Middle
<u>Classroom Organization</u>		
5. Behavior Management	High	High
6. Productivity	High	High
7. Instructional Learning Formats	High Middle	High Middle
<u>Instructional Support</u>		
8. Concept Development	Low	Low
9. Quality of Feedback	Low Middle	Low Middle
10. Language Modeling	Middle	Low Middle

As illustrated by these data, the results for the PDG program in Fall 2016 are very consistent with those of the national Head Start program for 2014-15; the results only differ for the dimension of “Language Modeling” -- in this case, the results for the PDG program were slightly higher than those of the national Head Start program (“Middle” vs. “Low Middle”).

The CLASS data also helped teachers to reflect on and improve their teacher-child interactions. The pre-K coach, together with the teaching teams (pre-K teacher and educational assistant) were able to analyze the CLASS data and address areas in need of support. This was used in the coaching cycle to capture powerful interactions and to address areas of improvement. PDG staff also used these data to inform topics for subsequent professional development.

The formative assessment tool, Teaching Strategies Gold (TS Gold), is another way that SPCSC uses data to improve outcomes for children. As described in the TS Gold Touring Guide, this observational system for children from birth through kindergarten “helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do.” The tool consists of 38 objectives that fall within 10 areas of learning and development:

1. Social-Emotional
2. Physical
3. Language
4. Cognitive
5. Literacy
6. Mathematics
7. Science and Technology
8. Social Studies
9. The Arts
10. English Language Acquisition

PDG staff review the student assessment data results to model the process for school administrators and preschool teachers and to identify areas of strength and targeted areas for support. After the Fall 2016 data results were available, the PDG staff met with each school's PDG administrative team (school administrator and preschool teacher) to review the data. The teaching teams were able to use these data to address classroom needs as well as individual child needs. The pre-K coach also uses this data to support the teaching teams with the development of curriculum to address the targeted areas to inform instruction. The coach assists teaching teams to use the formative assessment data to develop lesson plans that address the needs of their students by identifying differentiated learning strategies.

This data is also analyzed to determine if trends exist systemically, across multiple charter pre-K classrooms. If there are common trends, professional development teacher workshops are planned

to address these common challenges. The PDG staff has used this analytical and reflective approach to plan professional development trainings that are reflective of assessment data.

Continued Progress Towards School Readiness

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

Section A: Part B - Selection Criteria

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

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

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

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

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

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

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

SPCSC ensures that charter schools and Hawai'i P-20 maintain budget control over actual expenditures and are compared with budgeted amounts for each grant. Financial information related to performance or productivity data, including the development of unit cost information whenever appropriate or specifically required in the grant. If unit cost data are required, estimates based upon available documentation is accepted whenever possible. A Budget Tracking spreadsheet is also used by SPCSC and each charter school. This budget sheet is reconciled on a monthly basis to ensure that both parties are aware of the current financial status of PDG funds. No funds will be released to the subgrantees without prior review by SPCSC.

Allowable Cost: SPCSC ensures that charter schools and Hawai'i P-20 follow the applicable OMB cost principles, agency program regulations, and the terms of the grant agreement in determining if the request is reasonable, allowable, and cost allocable (i.e., OMB Circular A-87, OMB Circular A-122, OMB Circular A-21, 48 CFR Part 31). All expenses related to the Preschool Development Grant is approved by SPCSC to ensure that all purchases are allowable.

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

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

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

Monitoring Oversight and Staff Resources

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

On-Site Monitoring Review

On-site monitoring reviews were conducted collaboratively by a SPCSC team consisting of the SPCSC organizational performance team and pre-K grant manager. Each school was notified at least one month prior to the on-site visit along with all monitoring tools including the School Site-Visit Protocol Tool, SCPSC Student Privacy Notification Checklist, Attachment B (Preschool Development) Grant Fiscal Monitoring Tool, Attachment D1 (Preschool Development Grant) Charter School Monitoring Tool.

The pre-K grant manager works closely with SPCSC to ensure in overall compliance in areas mutually common to operating a public charter school in Hawai'i and the Preschool Development Grant. This method of monitoring provides a comprehensive approach to overall compliance in participating charter schools.

Since SPCSC conducts ongoing fiscal monitoring, including the requisition reimbursement process, there were no fiscal findings. In all, schools were in general compliance of all areas of the Preschool Development Grant.

The on-site monitoring also provides data on an areas to build upon. This includes the areas of comprehensive system addressing student and family needs and developing a birth to grade three continuum. It is through the early learning leadership symposium and follow-up meetings with schools, that SPCSC continues to build on these efforts. This includes identifying and developing effective practices that are individualized to meet the specific population that schools serve using the resources that are available specific to each community. This was consistent with the federal on-site monitoring review conducted by the federal project managers in September 2016.

Improvement of State's System

An amendment was requested to better address the foundational needs of Hawai'i's early childhood education system as it relates to the Hawai'i State Public Charter School Commission ("SPCSC") and the University of Hawai'i, Hawai'i P-20 Partnerships in Education ("Hawai'i P-20). Both parties have agreed that Hawai'i P-20 should serve in a consultative role, instead of having a direct-service role to the Preschool Development Grant.

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

The remaining areas of responsibility that were formerly the charge of Hawai'i P-20 will become the responsibility of SPCSC. SPCSC supports the statewide development and implementation of high quality prekindergarten classrooms in the 18 charter school classrooms by providing training and technical assistance to build teacher and leadership capacity. The training and technical assistance

activities include the Early Learning Leadership Symposium, follow-up meetings and trainings with school administrators, individualized teacher coaching and professional development opportunities related to safe, nurturing and developmentally appropriate learning environments and curriculum, a valid and reliable formative assessment system, effective teacher-child interactions, successful family engagement and strengthening communities of practice for children from birth to third grade.

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

To fulfill these added responsibilities, SPCSC hired additional staff with the understanding that this must be done while staying within the budgeted amount identified in the grant application. The additional staff includes:

- A pre-K specialist to oversee professional development and assessment component of the grant which includes providing training and technical assistance to the pre-K coaches and pre-K consultants (1.0 FTE);
- Pre-K coaches to provide classroom assessments, individualized coaching and mentoring and to assist with professional development workshops for teaching staff and school administrators (1.0 FTE in 2016 and two 1.0 FTE in 2017 and 2018);
- An administrative support/federal grant assistant to provide direct administrative support and fiscal oversight of the PDG pre-K grant while supporting the pre-K grant manager(.5 FTE)
- A data analyst to provide direct services to analyze CLASS assessments, ECERS-3, ASQ-3 screening and child outcomes data with the grades K through grade three data (.5 FTE); and
- A communication specialist to assist with direct services related to effective communication strategies to promote public awareness with regard to pre-K recruitment, grant impact in relation to child outcomes, family engagement, community engagement, early learning leadership training to support pre-K efforts, legislative tracking for pre-K sustainability and expansion (.5 FTE).

This amendment was approved by the project managers and has yielded successful results as projected.

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

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

- High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternative pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- Program evaluation to ensure continuous improvement;
- On-site or accessible Comprehensive Services for children and community partnerships that promote families access to services that support their children's learning and development; and
- Evidence-based health and safety standards.

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

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

Staff Qualifications Requirements

All teachers in the six charter school pre-K program have met the baccalaureate qualification requirement. Four schools have exceeded this criteria with teachers having masters degrees.

High Quality Professional Development for All Staff

SPCSC has recognized that the most impactful method of creating high-quality teachers is through a systematic, ongoing professional development system. The SPCSC plan includes coordinated and targeted professional development workshops for the participating school principals, teachers and educational assistants. These topics were selected based on baseline foundational knowledge, assessment results from CLASS (Classroom Assessment Scoring System) which measures the quality of teacher-child interaction, ECERS-R (Early Childhood Environmental Rating Scale, Revised) which assesses the quality of the early childhood learning environment, student assessment results, and teacher interest.

The topics selected for the pre-service training for teachers and educational assistants provided foundational early childhood knowledge. These topics included the importance of play, movement and brain development, executive functioning, cultural Integration and STEAM (science, technology, engineering, arts and mathematics), Department of Human Services child care licensing requirements, assessment CLASS (Classroom Assessment Scoring System) which measures the quality of teacher-child interaction, ECERS-R (Early Childhood Environmental Rating Scale, Revised) and Hawaiian culture and pedagogy.

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

Teacher to Child Ratio

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

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

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

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

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

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

Class Size

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

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

Full Day Program

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

Inclusion Opportunities for Children with Disabilities

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

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

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

As of December 2016, SPCSC was able to enroll nine students with IEPs. Additional children were in the process of evaluation for special needs services. Teaching staff are in the process of implementing individualized instructional intervention strategies designed to progress student learning and skill development. SPCSC has communicated with the Hawai'i Department of Education 619 Educational Specialist on an ongoing basis to ensure that enrollment in the PDG pre-K classrooms are considered as Free and Appropriate Public Education (FAPE) for children with disabilities. Formative assessment data will be continuously reviewed to inform the school teams if further evaluation is warranted or needed.

Individualized Accommodations and Supports for All Children

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

Instructional Salaries

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

Program Evaluation

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

At the completion of the 2015-2016 school year, teachers and administrators were surveyed to reflect on the first year of grant implementation. 100% of the respondent agreed that the professional development that was provided were relevant, that coaching supported practice and that family engagement activities were successful. One teacher shared, "The coaches visiting the classroom regularly made a positive impact on me by boosting my confidence level. Their timely visits helped keep forefront everything we discussed during our training sessions, they always patiently and thoroughly answered questions, and gave excellent suggestions for improvement." A school

administrator shared, "The family engagement funds enable our school to provide much needed Hawaiian language courses to families that was geared towards helping students be more academically successful."

SPCSC will continue to work with school administrators to build upon their understanding of high quality early childhood programs and practices. A school administrator shared that the early learning leadership symposia increased the understanding of high-quality early childhood programs. Another shared that "[N]eed to be more clear on what constitutes a high quality prek program and what are the measures? SPCSC will continue to conduct annual symposium while addressing comments or suggestions. Each school has also formed a data team whereby assessment data will be reviewed to better understand the components of a high quality program. These school-level data teams will develop action plans to address next steps to address student and family needs and high quality practices.

"This grant has had an astounding effect on our community. The parents are so grateful to have guidance in raising their children. The way their faces brighten when I mention we are partners for their children, is invaluable. Many are poor, and uneducated. Some are recent (legal) immigrants from Micronesia and the Philippines, and it is good to help guide them through the American public school system. All of them want the best for their children, and this grant is providing it for them. Last year's (PDG) class began K (kindergarten) this year with all the skills they need to have a very successful year.

Accessible Comprehensive Services

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

Additionally, the Early Learning Leadership Symposium provides a venue to build on and bridge additional community resources that staff and families can access to support children's learning and development. Schools hold quarterly Early Learning Leadership meetings to continuously build on this resource partnership.

The charter schools, in partnership with the Hawaii Department of Education (HIDEOE), does provide comprehensive early intervention services which includes comprehensive evaluation and support services. The challenge in many of our PDG school communities is the limited access to services or limited providers, particularly in rural areas across the state where these services are few and far between or non-existent. Thus, although many of the PDG charter schools provide referrals for these types of service, most schools lack financial resources to provide these direct comprehensive services. The Early Learning Leadership Symposia held each fall provides opportunities for schools to brainstorm with other community partners to build an alliance with other programs on how comprehensive services can be provided.

Kamaile Academy on Oahu is an exemplar example. Kamaile has created an on-campus NavTech center that offers comprehensive services to their children and families. These services include student access to hearing, vision and dental screenings, food distribution, referrals to homeless referral services and other support services. Kamaile also has an on-campus mobile health clinic in partnership with the Waianae Comprehensive Health Center. This allows students to easily obtain required physical exams and tuberculosis screenings for entry into any school setting.

SPCSC will continue to work with all schools to work towards centers similar to Kamaile Academy. This will be developed by identifying and building on these partnerships to bring increased awareness to the larger community regarding children and family needs. The PDG charter schools will be encouraged to collaborate with their HIDEOE complex area offices and community partners to creatively strategize ways in which these comprehensive services may be provided.

Evidence-based Health and Safety Standards

Each charter school operating a PDG pre-K program is following the Hawai'i Department of Human Services Group Child Care licensing requirements which is evidence- and researched-based. This ensures that all PDG sites are found safe, healthy and developmentally appropriate for the keiki they are serving, in compliance with state and county guidelines.

Promoting Family Engagement

Charter schools developed their Family Engagement Logic Model Plans ("FELMP") at the initial early learning symposium and are in the process of revisiting their logic models to ensure that it reflects the needs and interests of their children, families and community. The six charter schools implementing pre-K programs were provided \$50,000 per school through the Preschool Development Grant to annually support the family engagement activities as identified in the FELMP. Schools are in the process of implementing these activities throughout the remainder of this school year.

At Kamaile Academy, this family engagement fund allowed the school to hold family-night workshops included learning stations that included hands-on science, language & literacy, health & wellness in relation to attendance, and free art and expression.

At Na Wai Ola, families were surveyed to identify their interests and talents. Based upon that data, Na Wai Ola used their family engagement funds to allow the school to develop an aquaponics garden where dads assisted in building the system. Families and the students were engaged in growing various vegetables. Subsequent workshops focused on health and nutrition with cooking demonstrations which provided healthy recipes.

At Ke Kula `o Nāwahīokalani`ōpu`u, the family engagement funds has provided Hawaiian language kits called Niuolahiki. This allows families to learn Hawaiian alongside their keiki (child) at home strengthening Hawaiian language learning. These funds also allowed Ke Kula `o Nāwahīokalani`ōpu`u to enrich their ohana (family) night activities allowing families to learn about Native Hawaiian language and cultural practices with their children through Hawaiian-medium instructional experiences.

Laupahoehoe has used their family engagement funds to focus on supporting literacy by building home libraries and family reading time. Additional activities including supplemental literacy activities link reading with extension activities.

Ka Umeke Ke has used their family engagement funds to support Hawaiian language learning amongst families. This allows both the child and family to support Hawaiian-language learning extended to the home. "The family engagement funds enable our school to provided much needed Hawaiian language courses to families that was geared towards helping students be more academically successful."

Kualapu`u School has focused their attention on health and wellness to improve chronic absenteeism rates

Selection Criteria (D)(4) from NIA

Describe the number and percent of Eligible Children served and the cost per slot.

Based upon the the enrollment in school year 2016-2017 there was an increase in the number and percentage of children served overall in Hawai'i's Preschool Development Grant program.

According to the U.S. Census Data, as of December 2015 there is a total of 17,451 four-year-old children in Hawai'i.

During school year 2015-2016, SPCSC began the implementation of the Preschool Development Grant focusing on Hawai'i Island. This was strategically planned since more than 25% of children in

Hawai'i County are below the federal poverty line according to 2015 Kids Count Data.

In the first year of grant implementation in school year 2015-2016, 78 children had the opportunity to enroll in a Preschool Development Grant pre-K program.

Of the 78 students, 7% were white, 62% Native Hawaiian/Pacific Islander, 2% Asian and 3% Hispanic/Latino. By the close of school year 2015-2016, five of these students had IEPs. All children were from families with incomes at 200% or below of the federal poverty level. Three of these families identified themselves as being homeless.

During school year 2016-17, the second year of implementation of the Preschool Development Grant, an added 120 slots in six charter schools were made available. As of December 2016, 115 children are participating in this high quality prekindergarten program.

Of the 115 children enrolled, 1% is white, 50% Native Hawaiian/Pacific Islander, 7% Asian, 5% Hispanic, others were of mixed ethnicities.

In the two school years combined, as of December 2016, there were 193 eligible children enrolled in the Preschool Development Grant funded pre-K program in Hawai'i. Combined, this represents 96% of Hawai'i's implementation enrollment capacity. PDG provided an increase of 1% eligible children served in Hawai'i in preschool programs.

Cumulatively, based on costs for school year 2015-2016 and 2016-2017, the per pupil expenditure is \$2410.11. The per pupil cost for school year 2015-2016 is \$1266.18. The per pupil costs for school year 2016-2017, as of December 2016 is \$2925.12. The school year ends in May 2016.

To account for the low per pupil costs of school year 2015-2016, schools were revising their family engagement logic model plans to strategically implement measurable activities that addresses the interest and needs of their students an families. Schools were also building on their relationship with community partners to plan collaborative events.

Schools are currently in the process of expending their family engagement funds to implement strategic family activities and making informed purchases based on classroom assessment data.

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

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

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

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

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

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

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

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

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

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

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

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

Early Learning Leadership Symposia. SPCSC is committed to building strong early learning leadership communities that are knowledgeable about the current issues and trends affecting Hawai'i's youngest citizens. This unified approach will have the potential to strengthen and align Hawai'i's birth to third grade continuum.

To support this, the first Early Learning Leadership Symposium was held in November 2015. All 18 charter schools implementing a pre-K program funded through the PDG were invited. The goals of the symposium were to gain and deepen the understanding of the critical periods of child development, particularly brain development prior to age five, to understand national and state early childhood perspectives, the prenatal to grade three (P-3) framework and strategic family engagement.

A follow-up meeting was in April 2016 in Honolulu to provide another opportunity for the school teams to build cross-sector connections.

Topics included A Child Case Study: Identifying Community Support and School Resources, Nā Hopena A`o (HĀ), building on community partnerships to enhance schools' family engagement logic model. These logic models are used to plan strategically and intentionally to plan family engagement events using PDG funds to address student and family needs and interests.

The second annual Early Learning Leadership Symposium was held in December 2016 in Honolulu. PDG staff planned the symposium to strategically build upon the previous two leadership events.

The five key objectives of the symposium were:

1. To build a deeper understanding of how to support keiki [children] to become successful learners.
2. To bring the local community partners together to share successes, challenges, ideas and solutions for achieving excellence and equity for all keiki [children].
3. To develop a collective understanding of effective practices in order to sustain access to high-quality early learning programs.
4. To facilitate discussion with all stakeholders to support and to sustain early learning efforts.
5. To foster peer networking to build community leadership.

Invitees included charter school pre-K teams, stakeholders, policy makers, community programs, school districts and other preschool providers. The charter school pre-K teams consisted of four to five members. Suggested attendees included the principal/director, governing board member, community preschool provider, community partnering agency, teaching staff and family members. A

total of 109 individuals attended the symposium.

This broad range of early childhood stakeholders in the event served multiple purposes: it provided an opportunity to build upon the collective capacity of the local early learning community to understand effective practices for sustaining high-quality early learning programs; it also allowed the stakeholders and future PDG-participating charter schools that were not currently implementing PDG preschool programs to build upon their knowledge and support base and to gain a deeper understanding of methods to support children to become successful learners.

Invitees included members from the Early Learning Advisory Board, HIDOE, private preschools, Head Start and Early Head Start providers, before- and after-care providers, those from home-visiting programs, faculty from the higher education early childhood community, health providers, legislators, congressional representatives, and many more.

A little over half of the attendees (57 out of 109 individuals) responded to the symposium evaluation form. Feedback regarding the event was positive: 89 percent of respondents felt that the information provided during the symposium was useful/applicable to their work, and respondent agreement on whether the event achieved each of its five objectives ranged from 86 to 95 percent. Seventy-nine to 100 percent of respondents agreed that the featured speakers, family engagement panel and other symposium activities shared information that was relevant to and aligned with the objectives.

Dr. Patricia Kuhl, the symposium's keynote speaker, is the Bezos Family Foundation Endowed Chair for Early Childhood Learning, Co-Director of the University of Washington Institute for Learning & Brain Sciences, Director of the National Science Foundation-funded Science of Learning Center, and Professor of Speech and Hearing Sciences. Dr. Kuhl was intentionally selected because of her research on the relationship between multilingualism and brain development. This topic is particularly relevant for a large percentage of our charter schools whose mission is to perpetuate the Native Hawaiian language and culture.

Dr. Kuhl presented her research on critical periods of brain development and learning and the impact of multilingual education on language acquisition, reading readiness, creativity and problem solving. This was demonstrated in children as young as infants. While Dr. Kuhl's presentation was eye-opening for many, Dr. Kuhl also commented about the great work occurring in Hawai'i's schools to promote multilingualism, which she hopes to learn more about.

When participants were asked what they liked best about the symposium, Dr. Kuhl and her research were mentioned more frequently than any other topic. Of the 40 attendees who responded to the open-ended evaluation questions, 17 individuals (roughly 43% of respondents) identified Dr. Kuhl and the information that she shared about brain development and the benefits of multilingual education as the highlight of the event, and an additional nine respondents felt that the symposium speakers in general were the best part.

Another featured speaker was Mr. Earl Kawa'a. He is highly sought after in both the local academic arena and the Native Hawaiian community as a teacher, community organizer and mediator due to his ability to combine western and Native Hawaiian modalities. Mr. Kawa'a shared the Native Hawaiian perspective on the importance of education through storytelling, which is a traditional Native Hawaiian educational method. He connected teaching practices with student success as he related to the symposium's attendees. Mr. Kawa'a was also frequently mentioned as a high point of the symposium, with 10 of the 40 respondents to the open-ended evaluation questions identifying him and the information that he shared about Native Hawaiian culture and values as what they liked best about the event.

Other guest speakers included State Representative Takashi Ohno, Hawai'i State Public Charter School Commission Chairperson Catherine Payne, and Executive Office on Early Learning Director

Lauren Moriguchi. Each addressed the audience with a common message which acknowledged and thanked the attendees for their high quality programs and investment in our children. This led to discussions with stakeholders to brainstorm ways to support and sustain high-quality early learning efforts. The speakers encouraged the early learning community and partnering programs to continue this great collaboration.

A family engagement panel was also assembled with the intent to share the unique outreach activities of the PDG schools. The five panelists, who represented five of the six Year Two PDG schools. The panel discussion included a teacher, a school administrator, a parent, a new school director (principal), and a veteran school director. Each panelist spoke about their school's efforts to engage with families and how it has made positive changes to their school. The teacher talked about how she met with parents and students before the start of the year and how has it contributed to high attendance rates and helped to build trust with families. The school administrator described how the school's Native Hawaiian language program for families enabled the school to not only connect with parents and improve their Hawaiian language skills, but involve them in their children's learning. The parent shared his perspective on the value of his daughter's experience in a PDG high-quality preschool and the school's most effective family outreach efforts. The new school director spoke about increasing the involvement of fathers, an often under-represented group in family engagement activities, by surveying them about their interests and developing activities with their input. Lastly, the veteran school director shared about the Native Hawaiian concept of family, or `ohana, and the role and responsibilities of parents and family members in children's education, which is one of the most important principles of the school's family engagement framework.

Consistent with the event objectives, the symposium was designed to foster peer networking and to build a strong community of early learning leaders. PDG staff intentionally and strategically assigned seating so that attendees would have an opportunity to meet others involved in early learning in their communities or areas of interest, to build new relationships, and to discuss their community and early childhood challenges and successes in depth. The symposium evaluation responses affirmed the value of including a wide variety of participants from multiple sectors, with 95 percent of respondents confirming that it was beneficial to bring together people from many different fields who work with early learners, not just educators. Eighty-eight percent indicated that they made a new connection with someone from within the early childhood education community, and 65 percent indicated that they made a new connection with a non-educator. As one participant commented, "I liked the variety of participants and opportunity to network and finding [out] about the needs of the communities." Others shared that they "[e]njoyed being separated into groups with people I did not know" and "...enjoyed interacting with others and learning about the Native Hawaiian charters in particular."

Most importantly, the symposium created opportunities to leverage the expertise of the attendees and to build momentum for the early learning community to advance early childhood initiatives. This is reflected in the words of some of the participants:

"I was very happy to be a part of the conference. I am enthusiastic to move forward as part of a wider movement to educate our families and young babies."

"I liked learning about the opportunities for early childhood education. The passion in the room was inspiring."

Through the PDG program, SPCSC also strives to develop student leaders -- by ensuring that PDG students are well-prepared for kindergarten, PDG graduates become strong role models for their fellow kindergarteners. When asked to reflect on their first year of participation in the grant, two schools shared how their PDG programs led to successful transitions from preschool into kindergarten for PDG participants and helped to develop student leaders:

"The Pre-K class and teacher visited the K classroom several times, we had the K class join the

PreK class for a field trip, and we partnered for a school performance. PreK students were quite familiar with the teacher, and her expectations by the end of the school year.”

“All Prek keiki [children] are familiar with kindergarten routines from visits throughout the school year. This year Pre-K students were split between two different kindergarten classes. The intent was for them to be leaders of their classes.”

Kindergarten Entry Assessment Pilot Project. Currently, a kindergarten entry assessment (KEA) is not mandatory in Hawai'i; however, SPCSC recognizes the value of KEA data and how it can be used to inform both preschool and kindergarten teachers and administrators, as well as early childhood and K-12 education stakeholders, on children's academic progress and development and readiness for kindergarten.

In the summer of 2016, SPCSC met with the directors of the PDG Year One schools to propose a KEA pilot for the PDG program. All of the schools agreed on both the value of assessing the kindergarten readiness of their incoming kindergarten students and the importance of comparing the readiness levels of PDG graduates and other kindergarteners (both those with other preschool experience and those with no preschool experience) to assess the efficacy of their PDG programs. Thus, the PDG contracts of all four Year One schools were amended to add kindergarten assessments to the list of deliverables. Two out of the four schools agreed to use Teaching Strategies GOLD as their KEA; the other two schools, both of which are Hawaiian language immersion schools, agreed to share high-level data from their own kindergarten assessment tools.

In preparation for the new kindergarten assessment activities, in Fall 2016, SPCSC provided individualized professional development to the two Year One schools' kindergarten teachers at Na Wai Ola and Laupahoehoe on Teaching Strategies GOLD, including an overview of the tool and an evidence and data workshop. Once the Fall 2016 kindergarten assessments were completed, SPCSC reviewed the data with the teachers and administrators to share information about kindergarteners' learning and to help inform teacher practice.

SPSCS plans to continue its KEA pilot and expand the number of participating kindergarten classes in Year Three.

Section A: Part C - Competitive Preference Priorities

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

Describe the progress the State has made on its credible plan for obtaining and using non-Federal matching funds to support the implementation of its ambitious and achievable plan during the grant period. For progress *not* made in this area, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period. Please describe any changes made to the data reported in **Table 7(a)**; explain if your *Year 2 Target* differs from the *Year 2 Actual*.

The targeted matching funds for Year Two was projected to be \$2,692,500. To date, \$9,930,242.48 additional funds have been secured for 2016 reflecting a strong statewide investment in early childhood development programs from public (state) and private contributions, which is above the projected year two target. The matching fund breakdown is as follows:

- The Executive Office on Early Learning received state legislative funding of \$2,927,072 for the development and continued support of Hawai'i's state funded pre-K programs.
- The state Department of Human Services received state funding of \$7,000,000 for Preschool Open Doors, a child care subsidy program.
- Hawai'i P-20 contributed \$3,170.48 of private funds to support the collaborative work with SPCSC to strengthen the education pipeline beginning in early childhood.

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

Describe progress made in creating a more seamless progression of supports and interventions from birth through third grade, such as high-quality infant and toddler care, home visitation, full-day kindergarten, and before and after care services for, at a minimum, a defined cohort of eligible children and their families within each high need community served by each Subgrantee. For progress *not* made in these areas, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

SPCSC recognizes that each community across the state of Hawai'i has varying needs and resources. To support the continuum of early learning and development, SPCSC planned targeted events. Beginning with the Early Learning Symposium held in October 2015 and a subsequent symposium held in December 2016, schools were asked to convene an early learning leadership team and to also include members of local community organizations. The objective of these annual symposia are to strengthen the collaboration between schools, community programs and agencies to better address the complex needs of their children and families.

After the roll-out of the first symposium, one of the lesson learned is that schools have not necessarily be aware of all local organizations and resources available to their children and families. To build on this collaborative community system, in addition to schools inviting community team members, SPCSC also invited other organizations to build on this continuum of early learning and potential partnerships.

The second annual symposium was designed to foster peer networking and to build a strong community of early learning leaders. PDG staff intentionally and strategically assigned seating so that attendees would have an opportunity to meet others involved in early learning in their

communities or areas of interest, to build new relationships, and to discuss their community and early childhood challenges and successes in depth. The symposium evaluation responses affirmed the value of including a wide variety of participants from multiple sectors, with 95 percent of respondents confirming that it was beneficial to bring together people from many different fields who work with early learners, not just educators. Eighty-eight percent indicated that they made a new connection with someone from within the early childhood education community, and 65 percent indicated that they made a new connection with a non-educator. As one participant commented, "I liked the variety of participants and opportunity to network and finding [out] about the needs of the communities." Others shared that they "[e]njoyed being separated into groups with people I did not know" and "...enjoyed interacting with others and learning about the Native Hawaiian charters in particular."

Most importantly, the symposium created opportunities to leverage the expertise of the attendees and to build momentum for the early learning community to advance early childhood initiatives. This is reflected in the words of some of the participants:

"I was very happy to be a part of the conference. I am enthusiastic to move forward as part of a wider movement to educate our families and young babies."

"I liked learning about the opportunities for early childhood education. The passion in the room was inspiring."

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

Future symposia and shared trainings will be developed to continue to build on this collaboration to bridging the understanding of community programs and services. The goal is to develop a seamless plan for each school community for our youngest learners.

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

Describe progress made in using at least 50% of the State's federal grant award to create new State Preschool Program slots that will increase the overall number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Programs. For progress *not* made in this area, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

69% of the funds obtained from the Preschool Development Grant are to be used to create new preschool classrooms on charter school campuses. Prior to the grant, there were no state-funded preschools operating in Hawai'i charter schools. Due to the limited availability of preschool slots in the communities identified, the potential number of children served per school is the maximum 20 per class. In school year 2015-2016, grant year one, four charter schools implemented pre-K programs for a potential total of 80 new high-quality state preschool slots, which is .1% of four-year-olds statewide.

SPCSC has continued to build on the number of slots. In school year 2016-2017, grant year two, two additional schools were added for a total of six charter schools. This added a total of 120 new high-quality state preschool slots. This represents 1.1% of four-year-olds served by the state preschool program.

By grant year three, school year 2017-2018, the PDG grant will be fully implemented. This will represent a total number of 360 slots which has the potential to serve 2% of four-year-olds statewide.

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

our communities are grateful for this opportunity. Hawai'i is grateful.

Section B: Budget Information

Budget and Sustainability (Section G in the application)

1. Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year. Explain carry-over funds that have not been expended or obligated from January 1, 2016 through December 31, 2016.

Budget. A total of \$2,243,282 was budgeted for grant year two. As of December 31, 2016, \$1,094,211 has been expended.

SPCSC expended 79% of its budget. The remaining budget will be used to support SCPSC in the administration of this grant including its support to the subgrantee charter schools.

Charter schools developed their Family Engagement Logic Model Plans ("FELMP") at the initial early learning symposium and are in the process of revisiting their logic models to ensure that it reflects the needs and interests of their children, families and community. The six charter schools implementing pre-K programs were provided \$50,000 through the Preschool Development Grant to annually support the family engagement activities as identified in the FELMP and are in the process of implementing these activities throughout the remainder of this school year.

The remaining subgrantees budgets will be used to make strategic purchases. Teachers, together with the assistance of their coach, are using the Early Childhood Environmental Rating Scale (ECERS) classroom and student assessment data to make informed classroom supplies or materials purchases.

Due to PDG grant challenges it was mutually agreed by both SPCSC and Hawai'i P-20, that Hawai'i P-20 serve in a consultative role, instead of having a direct service role to the Preschool Development Grant. Therefore as of July 31, 2016, only 28% of PDG grant funds allocated to Hawai'i P-20 were spent. Hawai'i P-20 used the time and expertise from their existing staff to provide the PDG services in the 2015-2016 school year.

Based on the lessons learned from this past year, SPCSC is changing up the delivery method to better assist our schools in meeting them where they are. SPCSC was approved to amend the application to better address the foundational needs of Hawai'i's early childhood education system as it relates to both SPCSC and Hawai'i P-20. In school year 2015-2016, SPCSC has taken an active role in the delivery of high quality support and professional development services as delineated in the grant.

2. Please describe any substantive changes that you anticipate to the State's Preschool Development Grant budget in the upcoming fiscal year (January 1, 2017 through December 31, 2017).

There are no anticipated substantive changes.

3. Describe the State's progress on its plan for sustainability at the end of the grant period to ensure that the number and percentage of Eligible Children with access to High-Quality Preschool Programs in the State will be maintained or expanded, including to additional High-Need Communities.

As of 2016, Hawai'i was approved for three years of Preschool Development Grant funding to school year 2017-2018.

SPCSC is part of the Early Learning Advisory Board (ELAB) sustainability sub-committee. The purpose of this committee is to collaborate with public and private organizations to look at financing options to sustain and grow the current level of funding for early childhood and to increase funding to build a comprehensive high quality early childhood system throughout the state.

The members of the sustainability sub-committee are board members and volunteers from the general public appointed by the board chair with the advice and consent of the board in accordance with the by-laws and members. Stakeholders from the following constituencies are invited to serve on the sustainability sub-committee including but not limited to policy makers, community members, advocacy organizations, early childhood programs.

The goal of this sustainability sub-committee is to ensure there is sufficient funding to maintain and support growth for early childhood programs such as the charter school pre-K program currently funded by the Preschool Development Grant and to consider future funding opportunities that will need maintenance of effort and public and private financing.

The responsibilities of sustainability sub-committee are to:

1. Update and identify the inventory of current funding for early childhood programs and its source of funding (federal, state, and private funding);
2. Research other states' sustainability financing strategies and determine what is relevant to Hawai'i given the differing economic, political and historic context;
3. Research opportunities for funding including but not limited to blending, braiding and leveraging federal and state funding streams; seeking state funding through legislative advocacy; approaching philanthropy and private sources for donations; and seeking opportunities through rainy day funding and other taxes;
4. Develop criteria to identify programs that should be sustained; and
5. Identify methods to communicate and educate policy makers on the progress of Preschool Development Grant and EOEL prekindergarten program such as via talking points or one-page informational sheets.

After visiting with Hawai'i's congressional members and Preschool Development Grant administrators and project members in Washington D.C., it became evident that the fourth year of funding was uncertain. All agreed that grantees should execute sustainability plans as soon as possible.

The SPCSC team has developed several products to address sustainability. The first is a short video showcasing children and families conveying the need to sustain prekindergarten programs in charter schools, particularly since many of the schools are located in rural, remote areas with limited access to other preschools. Without the PDG pre-K programs, it is highly likely that these children would not have an opportunity to attend preschool. This video can be found at: <https://www.youtube.com/watch?v=t4GFMMwIApU>

SPCSC has also developed two one-pagers to communicate the high quality pre-K programs in charter schools. The first is Hawai'i's PDG grant information with 2015 and 2016 implementation information.

The second document is titled, "Investing in Hawai'i's Keiki". It is a fact sheet on research-based information on why the public should support early childhood education. SPCSC has also been using the 2016 Cost of Quality, State Fact Sheet for Hawai'i developed by Child Care Aware of America.

These resources can be found at: <http://www.chartercommission.hawaii.gov/spcsc-preschool-development-grant>

SPCSC has been sharing these documents with stakeholders to further promote high quality early childhood education.

The SPCSC team has been strategically visiting legislators beginning in December 2016 and beyond to prepare for the upcoming 2017 Legislative Session. SPCSC has also been meeting with key legislators who are members of the education and finance committees in both chambers to discuss the plight of the pre-K programs. SPCSC has also been tracking and attending the public hearings to provide testimony to bills reflecting high quality early childhood education and development and bills related to charter schools.

In the 2017 Legislative Session, House Bill 500 was introduced to address the sustainability of public prekindergarten programs in charter schools. You may find information on this bill at: http://www.capitol.hawaii.gov/measure_indiv.aspx?billtype=HB&billnumber=500&year=2017

Upon the request of several legislators to speak with our pre-K teachers, one of the professional development events will focus on public policy. Teachers from the six classrooms will be brought to Honolulu to learn about the legislative process and meet with legislators to discuss the importance of sustaining these high quality pre-K programs in their community. These teachers have also developed one-pagers reflecting their own programs and will be sharing these at the upcoming meetings.

4. Please provide a brief explanation of any discrepancies, if any, between the Subrecipients' approved budgets and their total expenditures for the reporting year. Explain carry-over funds that have not been expended or obligated from January 1, 2016 through December 31, 2016.

There were no discrepancies between the subrecipients' approved budgets and total expenditures for the reporting year.

Hawai'i is currently mid-year in year two implementation plan for school year 2016-2017 and unobligated funds are needed to fund the remainder of the school year.

Schools are in the process of gathering and sending required financial expenditure documents for PDG reimbursement. Carryover funds are needed to fulfil the financial requests by schools related to PDG.

Subgrantee, UH Hawai'i P-20, recently submitted all expenditures to close out their responsibilities allowing SPCSC to have up-to-date unobligated financial information. Subgrantee UH Hawai'i P-20 did not fill the positions funded through this grant.

SPCSC, through an amendment request, is now assuming all responsibilities previously identified to be the responsibility of UH Hawai'i P-20. SPCSC filled those positions by June 1, 2016. SPCSC also added positions requested in the amendment to further support grant efforts. Carryover funds are needed to continue to support SPCSC's PDG efforts as we support schools in implementing high quality pre-K programs.

The following activities are planned for implementation in the upcoming months remaining in the current school year. This includes the continued implementation of high-quality pre-K programs to June 2017 and at least three additional professional development trainings for teachers, and assistant teachers. The subject areas include public policy, building effective instructional support skills that fosters concept development, quality of feedback, and language modeling. Additionally, professional development training with kindergarten teachers is planned to review the formative assessment data and to continuously work on implementing their transition plan for their pre-K students and families.

