

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Development

CFDA # 84.419A

PR/Award # S419A150005

Grants.gov Tracking#: GRANT11757763

OMB No. 1810-0717, Expiration Date: 02/28/2015

Closing Date: Oct 14, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/10/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Charter School Administrative Office

* b. Employer/Taxpayer Identification Number (EIN/TIN):

80-0119604

* c. Organizational DUNS:

8216448500000

d. Address:

* Street1:

1111 Bishop Street, Suite 516

Street2:

* City:

Honolulu

County/Parish:

* State:

HI: Hawaii

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

96813-2811

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

* First Name:

Tom

Middle Name:

* Last Name:

Burton

Suffix:

Title:

Executive Director

Organizational Affiliation:

* Telephone Number:

808-586-3775

Fax Number:

* Email:

Tom.burton@spoc.hawaii.gov

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-001

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Development Grants CFDA Number: S4.419A

13. Competition Identification Number:

S4 419A2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

*** 15. Descriptive Title of Applicant's Project:**

Hawaii State Charter School Preschool Development

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	14,881,368.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p><u>Beth Bulgeron</u></p>	<p>TITLE</p> <p><u>Academic Performance Manager</u></p>
<p>APPLICANT ORGANIZATION</p> <p><u>Charter School Administrative Office</u></p>	<p>DATE SUBMITTED</p> <p><u>10/10/2014</u></p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="not applicable"/>	7. * Federal Program Name/Description: <input type="text" value="Elemental Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.409"/>
---	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

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PR/Award # S419A150005

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Section 427 of GEPA.pdf

Delete Attachment

View Attachment

Section 427 of the Department of Education's General Education Provisions Act (GEPA)

The Hawaii State Public Charter School Commission (Commission) and all of the individual charter schools identified in this grant application are committed to meeting the requirements of Section 427 of the Department of Education's General Education Provisions Act (GEPA).

All of the Charter Schools identified in this grant application are required explicitly by their charter contracts with the Commission to comply with the following provisions:

Education of Students with Disabilities. The Hawaii State Department of Education (HIDOE) is the State of Hawaii's "state education agency" (SEA) and "local education agency" (LEA) for purposes of compliance with the Individuals with Disabilities Education Act (IDEA). All public schools, including charter schools, are part of and fall under the LEA. As such, each school shall comply with all applicable federal and State laws, rules, policies, procedures, and directives regarding the education of students with disabilities, including but not limited to Ch. 8-60, Hawaii Administrative Rules (HAR).

The Commission shall collaborate with HIDOE to develop guidelines related to the provision of special education services and resources to each charter school.

HIDOE is statutorily responsible for the provision of a free appropriate public education. If the school enrolls special education students or identifies one of its students as eligible for special education, the school shall be responsible for ensuring the educational and related services that are required by a student's individualized education program (IEP) pursuant to Section 302D-30, Hawaii Revised Statutes.

The programs and services for the student shall be determined collaboratively by the student's IEP team, which includes the student's parents or legal guardian.

Section 504 and ADA. Each school shall comply with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act Amendments Act and all related HIDOE rules, policies, and procedures in its general curriculum, including but not limited to implementation of any formal Section 504 plan that has been developed for a student, all as may be amended from time to time. HIDOE may provide training, consultation, and advice to each

school as needed with regard to Section 504 compliance, including legal interpretations, recommendations for intervention strategies, and assistance in conducting Section 504 plan and review meetings.

English Language Learners. Each school shall provide services to students who are English Language Learners in compliance with all applicable federal and State laws, regulations, rules, court orders, policies, procedures, and guidance, all as may be amended from time to time, to ensure linguistic accessibility to the school's educational program. The Commission shall provide each school with technical assistance similar to those services received by other public schools. Each school shall also assist Immigrant Children and Youth, as defined in Section 3301(6), Title III, Elementary and Secondary Education Act, as the same may be amended from time to time, in meeting the State academic content and student academic achievement standards that all public school students are expected to meet.

Student Admission, Enrollment, Withdrawal, & Dismissal.

Non-Discrimination. Each school shall make all student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language.

Admissions. Each school shall comply with its admission policies and procedures as approved by the Commission. If the number of applicants exceeds the School's capacity of a program, class, grade level, or building, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public; provided that if the School is a conversion charter school serving as the home school for the HDOE district, then the School shall follow 302D-34(c), HRS. These policies and procedures shall be readily accessible from the School's website, as required by contract.

Additionally, as described in Section D of this grant application, all of the Charter Schools identified as participants already are working to address the most underserved and high-needs population of students. This grant in many cases enables them to provide a high-quality early childhood education program to their underserved communities.

All of the Charter Schools involved are committed to developing and implementing culturally and linguistically responsive family engagement strategies/plans; comprehensive services to include screenings for hearing, vision, dental, health (including mental health) and development; as well as referrals and assistance obtaining services, and when appropriate, nutrition services; and services coordinated with HIDOE and early intervention providers.

This affirmative commitment by all Charter Schools involved will directly address the existing barriers to equitable access to and participation in federally-assisted programs to prospective students, teachers, and other program beneficiaries with special needs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Charter School Administrative Office

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE: * DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

In recent years, Hawaii has made grade strides in creating an early childhood system, including establishing in statute the Executive Office on Early Learning (EOEL) and its advisory board, the Early Learning Advisory Board (ELAB). During the 2014 State legislative session, (b)(4) in general funds were allocated to create Hawaii's first state-funded prekindergarten program. However, public charter schools were not included in the first round of state funding.

This Developmental Preschool Grant application is requesting \$14,881,368 in funds to create 18 new preschool classrooms in charter schools which will serve a total of 920 children over four years. Hawaii charter schools are publicly-funded schools that are operated and managed by independent governing boards. While all of Hawaii's charter schools have a Hawaiian culture component, many are Native Hawaiian culture focused or Native Hawaiian language immersion schools committed to providing a high quality education program in the context of the language, history, and practices of the indigenous Hawaiian culture.

In order to ensure quality, the University of Hawaii (UH) will provide individual teacher coaching to each of the classrooms, reliable and valid program assessments, and professional development opportunities on a variety of topics, including Hawaii Early Learning and Development Standards, formative assessments, and developmental screenings.

All charter school preschool classrooms will be expected to have a highly qualified teacher and an educational assistant to support the student-teacher ratio of 10 to 1; to have class sizes that do not exceed 20 students; to implement family engagement activities; to provide supports for children with disabilities; and to use child level data, including developmental screenings and formative assessments, to make curricula decisions. All of these activities will help ensure that more children are ready to enter kindergarten.

This application is submitted with the support of a broad group of stakeholders, including ELAB, Hawaii State Departments, the Hawaii State Teachers Association (HSTA), the business community, and early childhood providers and philanthropists.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

A. Executive Summary (10 points).

The extent to which the State includes an ambitious and achievable plan for expanding access to High-Quality Preschool Programs that clearly articulates how the plans proposed under each criterion in this section, when taken together, will--

- (1) Build on the State's progress to date as demonstrated in selection criterion (B);
- (2) Provide voluntary, High-Quality Preschool Programs for Eligible Children through subgrants to each Subgrantee in one or more High-Need Communities;
- (3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new, and the improvement of existing State Preschool Program slots, as applicable;
- (4) Have all the characteristics specified in the definition of High-Quality Preschool Programs;
 - (5) Set expectations for the school readiness of children upon kindergarten entry;
 - (6) Be supported by a broad group of stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils; and
 - (7) Allocate funds between--
 - (a) Activities to build or enhance State Preschool Program infrastructure using no more than 35 percent of its Federal grant funds received over the grant period on State-level infrastructure including, but not limited to, monitoring and evaluation and other quality-enhancing activities that improve the delivery of High-Quality Preschool Programs to Eligible Children; and
 - (b) Subgrants to Early Learning Providers to implement voluntary, High-Quality Preschool Programs for Eligible Children in one or more High-Need Communities, including how it will--
 - (i) Provide High-Quality Preschool Programs to Eligible Children no later than the end of year two of the grant period;
 - (ii) Subgrant at least 65 percent of its Federal grant funds to its Subgrantee or Subgrantees over the grant period; and
 - (iii) Support each Subgrantee in culturally and linguistically appropriate outreach and communication efforts in order to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs.

Evidence for selection criterion (A):

- (A)(3) and (A)(7) Information contained in Table A for the number of Eligible Children to be served each year of the grant and the number and percentage of State Preschool Program slots. (See Table A in the Excel Spreadsheets)
- (A)(4) Documentation of the structural elements in the definition of High-Quality Preschool Program.
- (A)(5) Set of expectations for school readiness.
- (A)(6) Letters of support from stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils.
- Any other supporting evidence the State believes will be helpful to peer reviewers.

A. Executive Summary

Over recent years, Hawaii has made grade strides in creating an early childhood system. This Preschool Development grant application is requesting \$14,881,368 in funds to increase opportunities for more families to participate in the early childhood system by expanding access to high-quality preschool programs. The community that we have identified in this application that is ready to serve the most at-risk children and most in-need of preschool opportunities is Hawaii's public charter schools.

A.(1) Building upon the State's progress. 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 Hawaii's children, prenatal to age five. Act 178 also established the Early Learning Advisory Board (ELAB) to replace the Early Learning Council, as an advisory body to EOEL. During the 2014 State legislative session, (b)(4) in general funds were allocated to create Hawaii's first state-funded prekindergarten program. However, public charter schools were not included in this first round of state funding. This grant will support the creation of 18 new preschool classrooms on charter school campuses throughout the State.

A.(2) High-Quality Preschools for High-Need communities. Hawaii has 34 public charter schools serving approximately 11,000 students across five of the Hawaiian Islands. Hawaii public charter schools were founded on a profound respect for the native culture, people, and environment; and they value children and youth's inherent qualities of curiosity, diverse strengths and abilities, and their capacity to care and contribute. If awarded this grant, Hawaii will subgrant 71% of its federal grant award over the grant period to selected charter schools that will serve as subgrantees to implement and sustain voluntary, high-quality preschool programs in their high-need community.

Currently, 18 public charter schools have been identified to participate in the Preschool Development Grant. With three exceptions, these public schools are not the designated "home schools" for students in a particular geographic area and, therefore, typically serve students who

live outside their neighborhoods beyond the geographic boundaries of the Hawaii State Department of Education's (HIDOE) complexes.

A. (3) Creation of new and improvement of existing preschools. Hawaii has made great strides in early childhood education, particularly in the last few years. However, only 56% of Hawaii's four-year-olds attend a program that will prepare them for kindergarten. More startling, this number of children is negatively correlated to a family's income level.

The Charter School Preschool Program will increase the number and percentage of eligible preschool children served in public charter schools. The funds that were allocated by the State Legislature last year did not include state funding for charter school preschools. During the first year of the Preschool Development Grant, the 2015-16 school year, an estimated 80 children in four of charter schools will be served in the preschool classrooms. An additional 40 children will be served with the addition of two new classrooms in the 2016-17 school year. In Year 3, a total of 18 new preschool classrooms will operate with 360 children. This number will continue into Year 4. (See attached Table A) Over the course of the four-year grant, a potential 920 children will be served in the public charter school preschool classrooms.

A.(4) High-Quality Preschool Programs. The Charter School Preschool Program will be supported by the subgrantee University of Hawaii (UH), which will create opportunities for the charter schools to gain and enhance their knowledge so they can implement high-quality preschool classrooms that are aligned with their kindergarten through 3rd grade classrooms. (See Appendix 1, High Quality Preschool Program Standards, on p. 3) UH will provide individual teacher coaching to each of the classrooms, reliable and valid program assessments, and professional development opportunities on a variety of topics including, Hawaii Early Learning and Development Standards, formative assessments, developmental screenings. All of the charter school preschool classrooms will be expected to have a highly qualified teacher and an educational assistant to support the student-teacher ratio of 10 to 1; to have class sizes that do not exceed 20 students; to implement family engagement activities; to provide supports for children with disabilities; and to use child level data, including developmental screenings and formative assessments, to make curricula decisions.

A.(5) School readiness. Hawaii's primary goal is that children who enter kindergarten will be prepared, having successful learning experiences resulting from positive interactions among the child's developmental characteristics, school practices, and family and community support. (See Appendix 2, Act 13, p. 4) In addition, Hawaii has been piloting Teaching Strategies GOLD (TS GOLD) and will continue to use it as a formative tool in the charter school preschool classrooms and in the kindergarten classrooms. The expectation is that 90% of the children entering kindergarten meet or exceed the developmental level in five domains of child development for their age group. In addition, children who are identified as having a developmental delay will receive the appropriate follow-up care and services.

A.(6) Stakeholder support. This application is supported by a broad group of stakeholders, including EOEL and the ELAB, which is its advisory board and serves as the early learning council. Attached are letters of support include those from early learning intermediary organizations; Congressional, State and County leaders; educational and comprehensive health partners; foundations; a post-secondary institution, Native Hawaiian focused trusts and organizations; a business organization; and union. (See Appendix 3, Letters Of Support, p. 6)

A.(7) Allocation of funds. Allocate funds between--

(a) Build and enhance High-Quality Preschool infrastructure. Only 29% of the Preschool Development Grant funds will be used for creating an infrastructure. This infrastructure includes individual coaching for the teachers, leadership building for the charter schools' Principals and Board members, and assessment of the degree to which the classrooms are meeting high-quality indicators.

(b) Provide High-Quality Preschool. 18 public charter schools will implement voluntary, high-quality preschool programs that meet the income eligible guidelines.

(i) Services to begin before end of year two. Four classrooms will begin in the first year of the Preschool Development Grant.

(ii) 71% of federal funds to Subgrantees. Over 96% of the Preschool Development Grant will be distributed to subgrantees University of Hawaii (UH) and 18 individual public charter schools.

(iii) Culturally and linguistically appropriate outreach. Hawaii charter schools are publicly-funded schools that are operated and managed by independent governing boards. Charter schools were designed to offer more flexibility and autonomy than regular public schools in order to launch and/or develop innovative programs that can ultimately serve the public educational system as a whole. While all 34 charter schools have a Hawaiian culture component, many are Native Hawaiian culture focused or Native Hawaiian language immersion schools committed to providing a high quality education program in the context of the language, history, and practices of the indigenous Hawaiian culture.

Evidence for selection criterion (A):

Appendix 1, High Quality Preschool Program Standards, p.3

Appendix 2, Act 13, p. 4

Appendix 3, Letters of Support, p.5

Table A

B. Commitment to High-Quality Preschool Programs (20 points).

The extent to which the State demonstrates its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool Programs for Eligible Children and their families, as evidenced by—

- (1) State Early Learning and Development Standards (2 points);
- (2) The State's financial investment, if any, and the estimated number and percentage of children, including, if known, the estimated number and percentage of Eligible Children, served in State Preschool Programs over the last four years (6 points);
- (3) Enacted and pending legislation, policies, or practices that demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children (4 points);
- (4) The quality of existing early learning programs that receive State funding, including State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program; compliance with Program Standards; and support for program monitoring and improvement, which may be accomplished through the use of a TQRIS (4 points);
- (5) The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children, including, if applicable, programs and services supported by title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act (42 U.S.C. 9831 et seq.), and the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.) (2 points); and
- (6) The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors that support the early learning and development of children, including child health, mental health, family support, nutrition, child welfare, and adult education and training sectors (2 points).

Evidence for selection criterion (B):

- (B)(1) Executive summary or brief description of the State's Early Learning and Development Standards, including how the definition is met.
- (B)(2) Completed Table B that describes the State's financial investment and number of children served in State Preschool Programs (See Table B in the Excel spreadsheets).
- (B)(3) Evidence of enacted and pending legislation, policies, or practices.
- Any other supporting evidence the State believes will be helpful to peer reviewers.

B. Hawaii's Commitment to High-Quality Preschool Programs

Hawaii has had a long history of supporting young children and their families that is evidenced through legislation, implementation of policies and procedures within State Departments, ongoing commitment to quality, and the creation of the Executive Office on Early Learning (EOEL) and Early Learning Advisory Board (ELAB). More recently, this was evidenced by the creation of learning and program standards and the State's recent investment in its first State-funded prekindergarten program.

B. (1) Hawaii's Early Learning and Development Standards. In 2011, Hawaii released its Early Learning Standards. (See Appendix 4, HELDS Press Release, p. 66) These standards were revised in 2012 and statewide focus groups were conducted. This resulted in the creation of the *Hawaii Early Learning and Development Standards* (HELDS), a set of research-based standards that identify expectations of knowledge and behavior for children through a chronological continuum. The HELDS were endorsed by ELAB and Governor Neil Abercrombie in October 2012.

HELDS covers all five areas of child development, based on the national model (organized according to National Education Goals Panel framework recommendations). The five domains are: Physical Well-Being, Health and Motor Development; Social and Emotional Development; Approaches to Learning; Cognition and General Knowledge (Mathematics and Numeracy, Science, Social Studies, Creative Arts); and English Language Arts and Literacy. HELDS spans five age groups: Infants (children from birth to 12 months old); Younger Toddlers (children 12 to 24 months old); Older Toddlers (children 24 to 36 months); three-year-olds (children 36 to 48 months old); and four-year-olds (children 48 months to kindergarten entry).

HELDS are vertically aligned with three sets of learning standards for kindergarten children currently being implemented in the Hawaii Department of Education (HIDOE):

- The Common Core State Standards for English Language Arts and Literacy and Mathematics;

- The Hawaii Content and Performance Standards III in seven content areas (Social Studies, Science, Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education); and
- General Learner Outcomes that have indicators which identify student effort, work habits, and behavior.

HELDS do not prescribe specific teaching practices or materials, as they were designed for all children, regardless of their enrollment in a specific program setting. Guidance is being developed by various stakeholders to create age-specific and possibly setting-specific implementation strategies and guides that identify resources and curriculum ideas and activities. Some training has already been conducted for educators by the University of Hawaii (UH)'s Hawaii P-20 Partnership in Education (Hawaii P-20) and the Hawaii Association for the Education of Young Children (HAEYC). A few HELDS-related materials, and supports needed in implementing HELDS, have already been created using a combination of State Advisory Council and private foundation funds.

Considerations have been made to ensure HELDS are appropriate for all of Hawaii's children. A Hawaiian Language Arts and Literacy domain, parallel to the English Language Arts and Literacy domain, is being developed through the University of Hawaii at Hilo with over (b)(4) in funding from the Harold K.L. Castle Foundation and Samuel N. and Mary Castle Foundation. Training will be developed around this domain. Statewide focus groups have also provided an understanding of what supplemental materials early childhood practitioners in Hawaii need. One of the materials that is in the developmental stage is a guide on implementing HELDS within a culturally sensitive context.

B. (2) Hawaii's Financial Investment in State Funded Preschool. In 2014, Hawaii designated state funds for preschool education for the first time, joining 41 other states that already do so. The state supplemental budget passed by the 2014 Legislature provided (b)(4) to fund Governor Abercrombie's proposal for prekindergarten programs in fiscal year 2015. (See attached Table B)

The new DOE-EOEL Prekindergarten Program, developed jointly by EOEL and HIDOE, allows families to enroll their four-year-old children in a prekindergarten classroom at one of 18 public elementary schools across the state, starting with the 2014-2015 school year. The program was intended to serve (b) children who qualify based on income (eligible to participate in the Free and Reduced Priced Meal Program) and age requirements. Charter Schools were not included in this first round of prekindergarten funding.

Selection of the classrooms was based on the school's Title I status, limited preschool capacity in the community such as those located in rural areas, available space at schools, and the interest and willingness of principals to work with EOEL on implementing a quality program.

B. (3) Hawaii's Early Childhood Legislation. Hawaii has had a long history of legislation that has supported young children and their families. Some of this legislation is highlighted in this section. In Act 13, Session Laws of Hawaii 2002, the Legislature led the nation by statutorily defining "school readiness," which acknowledged the joint responsibility of families, schools, and communities in preparing children for lifelong learning. Act 14, Special Session Laws of Hawaii 2008, established the State's early learning system, known as Keiki First Steps. The Act also:

- Established the Early Learning Council, which was attached to HIDOE for administrative purposes only, to develop and administer the early learning system to benefit all children throughout the state, from birth until the time they enter kindergarten;
- Established the Keiki First Steps Grant Program;
- Established the Pre-Plus program within DIIS, and designated DIIS and HIDOE to work collaboratively to develop suitable Pre-Plus classrooms on HIDOE campuses statewide, including conversion charter school campuses; and
- Promoted the development of early learning facilities.

This was followed by Act 178, Session Laws of Hawaii 2012, which:

- Established EOEL;

- Charged EOEL with creating a comprehensive early childhood development and learning system for Hawaii's children, prenatal to age five;
- Established ELAB to replace the Early Learning Council, as an advisory body to EOEL;
- Required that beginning with the 2014-2015 school year, students must be at least five years old on July 31 of that school year to attend kindergarten; and
- Tasked EOEL with developing a plan to implement an early learning program in the 2014-2015 school year. (See Appendix 2, Act 178, p. 4)

Senate Bill No. 1084, S.D. 1, H.D. 1, C.D. 1 (2013), proposed an amendment to the Hawaii State Constitution to permit the appropriation of public funds for private early childhood education programs and passed with more than a two-thirds majority in each house. The question will appear on the November 2014 ballot for voters to decide. Act 76, Session Laws of Hawaii 2014, made kindergarten attendance mandatory for children who will be at least five years of age on or before July 31 of the school year, unless otherwise exempt.

Act 122, Session Laws of Hawaii 2014, the state budget, included (b)(4) for prekindergarten programs in fiscal year 2015, enabling Hawaii to join the vast majority of other states with state-funded prekindergarten. The funds provided for public preschool classrooms on 18 HIDOE elementary school campuses throughout the state in the 2014-2015 school year through a partnership between HIDOE and EOEL (i.e., DOE-EOEL Prekindergarten Program).

Through Executive Order No. 11-17, signed in April 2011, the Early Learning Council was designated to be the State Advisory Council on Early Childhood Education and Care. In June 2011, a Cabinet-level early childhood coordinator position was created in the Governor's Policy Office. In the following year, EOEL was created within the Office of the Governor, and this became the position of EOEL Director.

On June 19, 2012, Governor Abercrombie signed Act 130, Session Laws of Hawaii 2012, now codified as Chapter 302D, Hawaii Revised Statutes (HRS), which established a new charter school governance structure and accountability system. That same day, the Board of Education (BOE) appointed nine members to a newly created State Public Charter School Commission

(Commission), which replaced the Charter School Review Panel and Charter School Administrative Office. In December 2012, the Commission put into place the beginnings of a reconstituted governance system that would later feature a new framework to oversee the financial, academic, and organizational performance of charter schools.

B. (4) Hawaii's Commitment to Quality. EOEL worked closely with HIDOE to create the infrastructure for the program and provide the support needed to ensure that children leave the program with the knowledge and skills needed to be successful in kindergarten; EOEL offers the early childhood education and development expertise and training for the program. Other quality indicators include:

Staffing. Highly qualified Hawaii State Teachers Association (HSTA) teachers are required who have early childhood experience. To meet the recommended teacher-child ratio and optimal classroom size for children's learning as identified by NAEYC, a teacher and an educational assistant are needed per classroom with enrollment not to exceed 20 students.

Ongoing professional development. The State has recognized that the most successful method for creating high-quality teachers is systematic, ongoing professional development. The State plan included coordinated and targeted professional development workshops for the participating school principals and teachers on topics such as child development, use of individual child formative assessments, effective family engagement techniques, and curriculum. Additionally, the State invested in high-quality professional development by funding substitutes for teachers to enable them to participate in the required monthly workshops.

Mentoring. The State has recognized that the strategy that improves teaching and learning most substantially is the use of teacher mentoring and coaching. Resource teachers have been hired within each of the HIDOE districts to mentor teachers and support principals in understanding the nuances of implementing a preschool program on their campuses. The resource teachers have all been trained on Classroom Assessment Scoring System (CLASS), an observation tool that focuses on the effectiveness of child-teacher interactions; Early Childhood Environment Rating Scale-R (ECERS-R), designed to assess process quality in an early childhood or school-age care group; Teaching Strategies GOLD (TS GOLD); and ways to support teachers in creating optimal learning environments, enhancing teacher-child interaction, and providing

developmentally appropriate practices. Furthermore, the resource teachers participate in a mentor forum program to enhance their coaching and mentoring skills necessary to help meet the individualized support needs of the preschool teachers.

Focus on Child Outcomes. To ensure children are learning and progressing in their growth and development, the State has supported the concept that the curriculum implemented in the program must be aligned with HELDS. To measure a child's progress in these domains, the teachers will be required to conduct ongoing formative assessments on each child.

Program Assessment. To evaluate the quality of teacher-child interactions, Hawaii is investing in using one of several tools available to provide direct feedback to the teachers, along with their education assistants, as well as to the resource teachers (fully released mentor teachers) so they can support the classroom teachers. The indicators that would be collected biannually include: the climate of the environment and emotional support provided to the students; classroom organization including the use of materials and behavior management; and instructional support that is occurring, such as concept development and language modeling.

Environment. To establish a high-quality program, Hawaii has recognized that an appropriate environment must be created. All of the classrooms has been equipped with developmentally appropriate materials to provide a conducive learning environment that stimulates further learning.

In addition to the prekindergarten efforts, HIDOE is implementing and/or developing a variety of innovative early learning policies and practices.

- All public elementary schools are expected to convene transition planning conferences to promote smoother student transitions, including transitions from preschool to kindergarten, with early childhood partners typically involved in the conferences.
- More than 140 kindergarten teachers in 40 public elementary schools have implemented TS GOLD, an online student formative assessment tool, through a two-year pilot funded primarily with private foundation monies.
- HIDOE included in its successful Race to the Top application a plan to increase quality preschool access for children with high needs, including provision of full preschool tuition subsidies to children with high needs in two demonstration "Zones of School Innovation." The resulting pilot preschool programs established the foundation for the

State-funded DOE-EOEL Prekindergarten Program that started in the 2014-2015 school year.

DOH has developed policies and program with a focus on increasing the quality of the services for young children and their families:

- **School Wellness Guidelines (Obesity Prevention).** Wellness in Hawaii's public schools is evidenced by a wellness committee, nutritional guidelines, health and nutrition education, physical education and activity, and professional development for staff. School Wellness Guidelines implement BOE Policy 1110-6, and fulfill the requirements of Public Law 108-265 Section 204 and the Healthy Hunger Free-Kids Act (2010).
- **Social Emotional Development.** Hawaii continues to promote the evidence-based curriculum from the Center on the Social Emotional Foundations for Early Learning (CSEFEL) through its community-based trainings and the HIDOE's Professional Development and Educational Research Institute (PDERI) website. CSEFEL is focused on promoting the social emotional development and school readiness of young children birth to age five. Hawaii was part of the first cohort of CSEFEL states and continues to promote the curriculum and training to support children's social emotional development. Hawaii also promotes the Second Step Curriculum, a violence prevention/social skills curriculum to support healthy child development.
- **Developmental Screening.** Hawaii supports the American Academy of Pediatrics (AAP) Policy Statement on Developmental Screening which recognizes that early identification of developmental disorders is critical to the well-being of children and their families. The local chapter of the United Way supports two communities with funding for hearing, vision, and developmental screening. Hawaii also receives several federal grants that support children's developmental screening through the Early Childhood Comprehensive Systems (ECCS) grant, Title V Maternal and Child Health Block grant, and the Maternal Infant Early Childhood Home Visitation grant. Hawaii is working on a collective impact model to promote voluntary, universal, and comprehensive screening statewide. The use of validated screening tools, including the Ages and Stages Questionnaire (ASQ), Parents' Evaluation of Developmental Status (PEDS), and the Modified Checklist on Autism in Toddlers (M-CHAT) is being promoted in alignment with the National AAP.