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DEPARTMENT OF HEALTH AND HUMAN SERVICES

SEP 27 2010

ADMINISTRATION FOR CHILDREN AND FAMILIES  
Office of the Assistant Secretary, Suite 600  
370 L'Enfant Promenade, S.W.  
Washington, D.C. 20447

Ms. Lillian Koller  
Director, Department of Human Services  
State of Hawaii  
820 Mililani Street, #606  
Honolulu, Hawaii 96813

Re: Grant Number 90SC0028

Dear Ms. Koller:

It is a pleasure to inform you that your application to the Administration for Children and Families (ACF) for the State of Hawaii has been approved for funding under the authority of Section 642B (b)(1)(A)(i) of the Head Start Act 42 USC 9837, which was added by The Improving Head Start for School Readiness Act of 2007, and the American Recovery and Reinvestment Act of 2009 (ARRA) (P.L. 111-5). Funding shall be used by the State of Hawaii to improve coordination and collaboration among early childhood education and care programs and services in the State.

The enclosed Financial Assistance Award provides a new funding award for the above-referenced ACF program in the amount of \$500,000 and a supplemental in the amount of \$164,277 for the 3-year project period. Please read the award document carefully, as it delineates the terms and conditions of the award.

The staff assisting with this project and their respective locations are:

Richard F. Gonzales  
Federal Project Officer  
ACF/Office of Head Start  
901 D St SW 7<sup>th</sup> Floor West  
Washington, DC 20024  
202/401-5138  
richard.gonzales@acf.hhs.gov

Elvis Lam  
Grants Management Specialist  
Division of Discretionary Grants  
Office of Grants Management  
901 D St SW 6<sup>th</sup> Floor East  
Washington, DC 20447  
202/401-1465 / elvis.lam@acf.hhs.gov

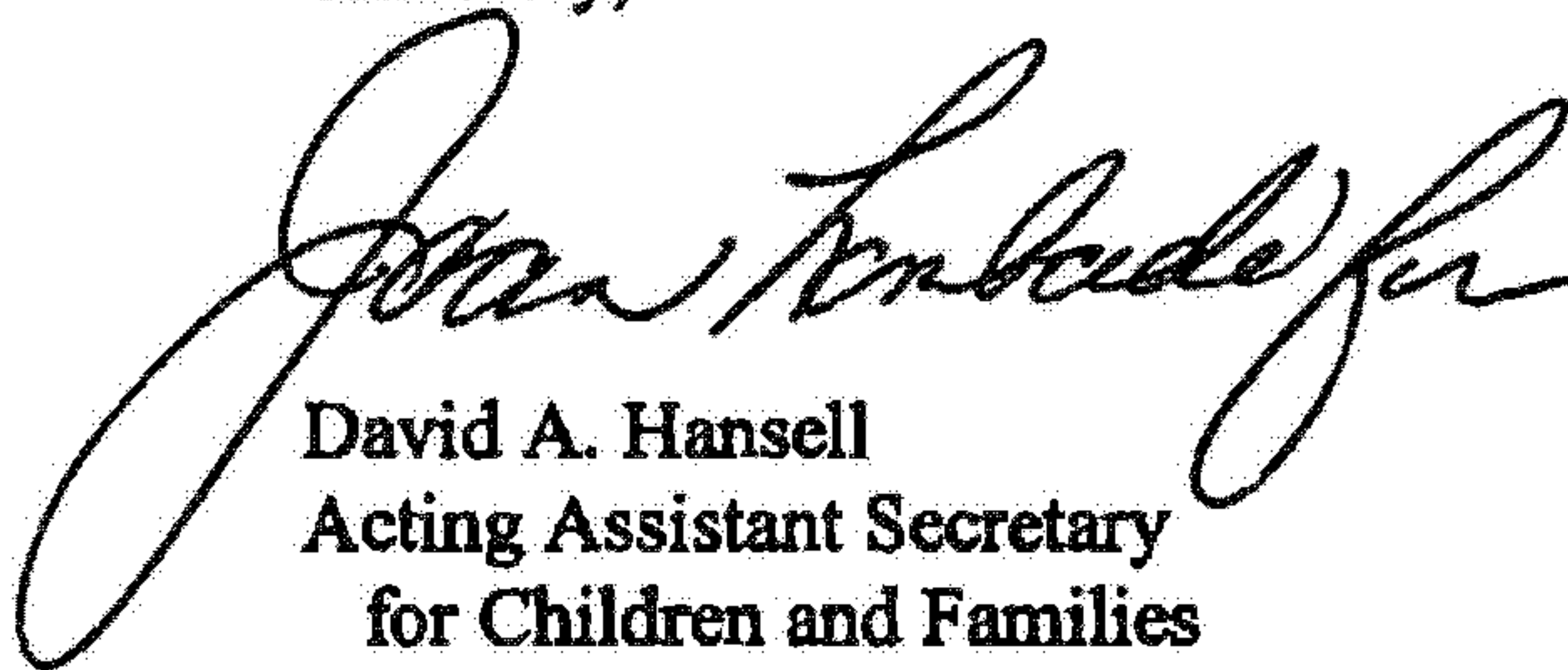
Reports and other correspondence related to programmatic aspects of your grant should be directed to the Program Specialist identified above. Financial reports and other business related correspondence should be directed to the Grants Specialist. All documentation must include the grant number referenced above.

OCT 24 2010

Page 2 – Ms. Lillian Koller

I wish you success with your project activities, which are of great importance to the mission of ACF.

Sincerely,

A handwritten signature in cursive script, appearing to read "David A. Hansell".

David A. Hansell  
Acting Assistant Secretary  
for Children and Families

Enclosure

**EXECUTIVE ORDER NO. 11-17**

WHEREAS, the federal Head Start Act, as amended, codified in title 42 of the United States Code at sections 9831-9852c, has as part of its purpose the improved coordination and delivery of early childhood education services to children; and

WHEREAS, section 642B(a)(2)(A) of the Head Start Act (42 U.S.C. § 9837b(a)(2)(A)) provides for collaboration grants to states to implement the purposes of the Head Start Act; and

WHEREAS, section 642B(b)(1)(A)(i) of the Head Start Act (42 U.S.C. § 9837b(b)(1)(A)(i)) requires the Governor to "designate or establish a council to serve as the State Advisory Council on Early Childhood Education and Care" in order to receive the grants from the federal government; and

WHEREAS, section 29-13, Hawaii Revised Statutes, provides that the Governor "may accept, on behalf of the State, the provisions of any act of Congress making grants or allotments of federal-aid moneys available for expenditure in the State" and section 26-41, Hawaii Revised Statutes, authorizes the Governor to establish such temporary boards and commissions as the Governor "may deem necessary to gather information or furnish advice for the executive branch" and to prescribe the temporary board or commission's "organization, functions, and authority"; and

WHEREAS, pursuant to sections 26-41 and 29-13, Hawaii Revised Statutes, the Honorable Linda Lingle, as Governor of Hawaii, established a temporary commission named the "Hawaii State Advisory Council" by Executive Order No. 10-06, dated April 12, 2010, as amended by Executive Order No. 10-09, dated December 2, 2010, to comply with section 642B(b)(1)(A)(i) of the Head Start Act;

WHEREAS, the responsibilities of that council, as set forth in section 642B(b)(1)(D) of the Head Start Act (42 U.S.C. § 9837b(b)(1)(D)), are generally to facilitate coordination of early childhood education services in the State; and



WHEREAS, the Early Learning Council attached to the Department of Education was established in 2008 by section 302L-3, Hawaii Revised Statutes, to “develop and administer the early learning system . . . to benefit all children throughout the State”; and

WHEREAS, membership of the Early Learning Council complies with the minimum membership requirements set forth in section 642B(b)(1)(C) of the Head Start Act (42 U.S.C. § 9837b(b)(1)(C)); and

WHEREAS, the duties and responsibilities of the Early Learning Council comport with the duties and authorities of a council to serve as the State Advisory Council on Early Childhood Education and Care as described in section 642B(b)(1)(D) of the Head Start Act (42 U.S.C. § 9837b(b)(1)(D)); and

WHEREAS, section 642B(b)(1)(B) of the Head Start Act (42 U.S.C. § 9837b(b)(1)(B)) provides that the Governor "may designate an existing entity in the State to serve as the State Advisory Council"; and

WHEREAS, having both the temporary Hawaii State Advisory Council and the Early Learning Council creates duplication of efforts and confusion within the State, and is contrary to our goal of coordinating early child education effort;

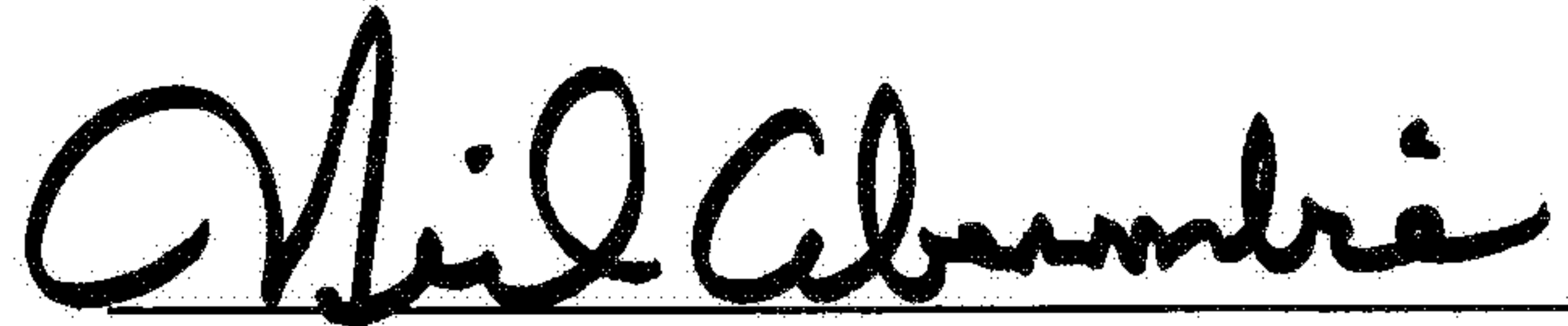
NOW, THEREFORE, I, NEIL ABERCROMBIE, Governor of Hawai'i, pursuant to sections 26-41 and 29-13, Hawaii Revised Statutes, and section 642B(b)(1) of the Head Start Act (42 U.S.C. § 9837b(b)(1)), do hereby order as follows:

1. Executive Order No. 10-06 and Executive Order No. 10-09 are rescinded.
2. The Early Learning Council established by section 302L-3, Hawaii Revised Statutes, is designated as the State Advisory Council on Early Childhood Education and Care, to comply with section 642B(b)(1) of the Head Start Act (42 U.S.C. § 9837b(b)(1)).

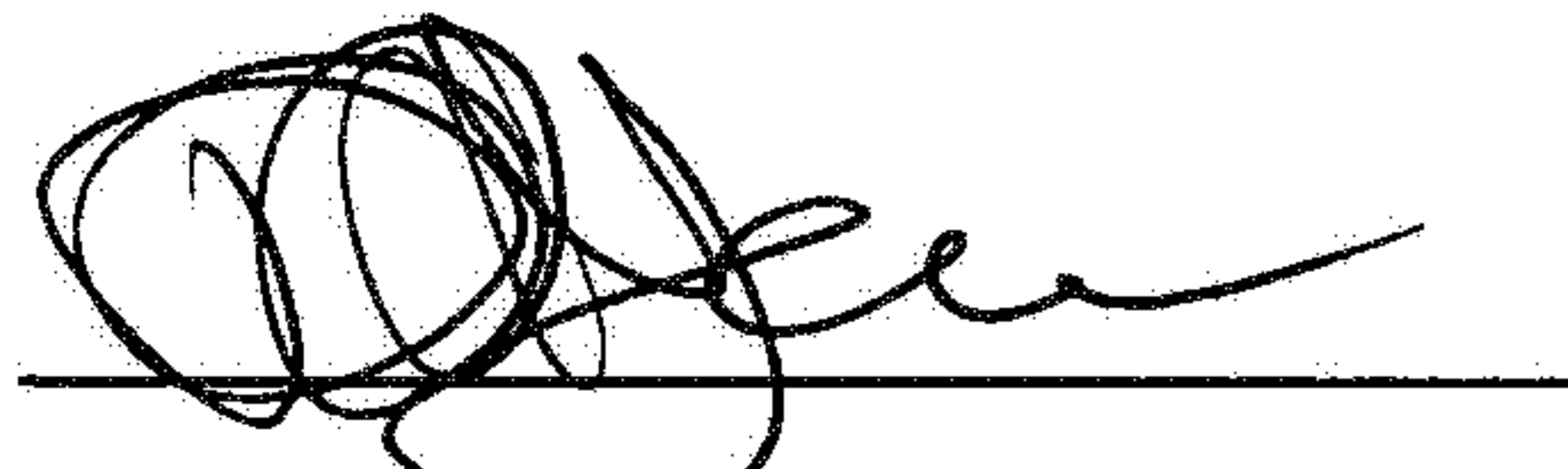
IT IS FURTHER ORDERED that any of the provisions stated herein are subject to amendment by Executive Order.

IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Hawai'i.

DONE at the State Capitol, Honolulu,  
State of Hawai'i, this 23rd  
day of April, 2011.

  
NEIL ABERCROMBIE  
Governor of Hawai'i

APPROVED AS TO FORM:

  
DAVID M. LOUIE  
Attorney General

<b>1. DATE ISSUED:</b> 09/14/2011		<b>2. PROGRAM CFDA:</b> 93.505		 <p><b>NOTICE OF GRANT AWARD</b>  <b>AUTHORIZATION (Legislation/Regulation)</b>                  Patient Protection and Affordable Care Act, P.L. 111-148                  Social Security Act, Title V, Section 511(b)(42 U.S.C. 701), as amended by                  the Patient Protection and Affordable Care Act of 2010                  Affordable Care Act, P.L. 111-148                  Social Security Act, Title V, Section 511 (42 U.S.C. §701), as amended by                  Section 2951 of the Patient Protection and Affordable Care Act of 2010                  (Public Law 111-148)                  Social Security Act, Title V, Section 511 (42 U.S.C. §711), as amended by                  Section 2951 of the Patient Protection and Affordable Care Act of 2010                  (P.L. 111-148).</p>						
<b>3. SUPERSEDES AWARD NOTICE dated:</b> except that any additions or restrictions previously imposed remain in effect unless specifically rescinded.										
<b>4a. AWARD NO.:</b> 1 X02MC23128-01-00	<b>4b. GRANT NO.:</b> X02MC23128	<b>5. FORMER GRANT NO.:</b>								
<b>6. PROJECT PERIOD:</b> <b>FROM:</b> 09/30/2011 <b>THROUGH:</b> 09/29/2013										
<b>7. BUDGET PERIOD:</b> <b>FROM:</b> 09/30/2011 <b>THROUGH:</b> 09/29/2013										
<b>8. TITLE OF PROJECT (OR PROGRAM):</b> Affordable Care Act (ACA) Maternal, Infant and Early Childhood Home Visiting Program										
<b>9. GRANTEE NAME AND ADDRESS:</b> STATE OF HAWAII DEPARTMENT OF HEALTH 1250 Punchbowl Street Honolulu, HI 96813-3378				<b>10. DIRECTOR: (PROGRAM DIRECTOR/PRINCIPAL INVESTIGATOR)</b> Cindy Hirai STATE OF HAWAII DEPARTMENT OF HEALTH 741A Sunset Avenue Honolulu, HI 96816						
<b>11. APPROVED BUDGET:</b> (Excludes Direct Assistance) <input checked="" type="checkbox"/> Grant Funds Only <input type="checkbox"/> Total project costs including grant funds and all other financial participation				<b>12. AWARD COMPUTATION FOR FINANCIAL ASSISTANCE:</b>						
a. Salaries and Wages : \$280,634.00 b. Fringe Benefits : \$108,998.00 c. Total Personnel Costs : \$389,632.00 d. Consultant Costs : \$0.00 e. Equipment : \$0.00 f. Supplies : \$29,810.00 g. Travel : \$36,167.00 h. Construction/Alteration and Renovation : \$0.00 i. Other : \$68,960.00 j. Consortium/Contractual Costs : \$1,086,869.00 k. Trainee Related Expenses : \$0.00 l. Trainee Stipends : \$0.00 m. Trainee Tuition and Fees : \$0.00 n. Trainee Travel : \$0.00 o. TOTAL DIRECT COSTS : \$1,611,438.00 p. INDIRECT COSTS (Rate: % of S&W/TADC) : \$61,562.00 q. TOTAL APPROVED BUDGET : \$1,673,000.00 i. Less Non-Federal Share: \$0.00 ii. Federal Share: \$1,673,000.00				a. Authorized Financial Assistance This Period <b>\$1,673,000.00</b> b. Less Unobligated Balance from Prior Budget Periods i. Additional Authority \$0.00 ii. Offset \$0.00 c. Unawarded Balance of Current Year's Funds \$0.00 d. Less Cumulative Prior Awards(s) This Budget Period \$0.00 e. AMOUNT OF FINANCIAL ASSISTANCE THIS ACTION <b>\$1,673,000.00</b>						
<b>13. RECOMMENDED FUTURE SUPPORT:</b> (Subject to the availability of funds and satisfactory progress of project)										
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">YEAR</th> <th>TOTAL COSTS</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Not applicable</td> </tr> </tbody> </table>							YEAR	TOTAL COSTS	Not applicable	
YEAR	TOTAL COSTS									
Not applicable										
<b>14. APPROVED DIRECT ASSISTANCE BUDGET:</b> (In lieu of cash)										
a. Amount of Direct Assistance \$0.00 b. Less Unawarded Balance of Current Year's Funds \$0.00 c. Less Cumulative Prior Awards(s) This Budget Period \$0.00 d. AMOUNT OF DIRECT ASSISTANCE THIS ACTION <b>\$0.00</b>										
<b>15. PROGRAM INCOME SUBJECT TO 45 CFR Part 74.24 OR 45 CFR 92.25 SHALL BE USED IN ACCORD WITH ONE OF THE FOLLOWING ALTERNATIVES:</b> <b>A=Addition B=Deduction C=Cost Sharing or Matching D=Other</b> <span style="float: right;"><b>[ B ]</b></span> Estimated Program Income: \$0.00										
<b>16. THIS AWARD IS BASED ON AN APPLICATION SUBMITTED TO, AND AS APPROVED BY HRSA, IS ON THE ABOVE TITLED PROJECT AND IS SUBJECT TO THE TERMS AND CONDITIONS INCORPORATED EITHER DIRECTLY OR BY REFERENCE IN THE FOLLOWING:</b> <small>a. The grant program legislation cited above. b. The grant program regulation cited above. c. This award notice including terms and conditions, if any, noted below under REMARKS. d. 45 CFR Part 74 or 45 CFR Part 92 as applicable. In the event there are conflicting or otherwise inconsistent policies applicable to the grant, the above order of precedence shall prevail. Acceptance of the grant terms and conditions is acknowledged by the grantee when funds are drawn or otherwise obtained from the grant payment system.</small>										
<b>REMARKS:</b> (Other Terms and Conditions Attached <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No)										
<i>Electronically signed by Dorothy Kelley , Grants Management Officer on : 09/14/2011</i>										
<b>17. OBJ. CLASS:</b> 41.45		<b>18. CRS-EIN:</b> 1996000449A4		<b>19. FUTURE RECOMMENDED FUNDING:</b> \$0.00						
<b>FY-CAN</b>	<b>CFDA</b>	<b>DOCUMENT NO.</b>	<b>AMT. FIN. ASST.</b>	<b>AMT. DIR. ASST.</b>	<b>SUB PROGRAM CODE</b>	<b>SUB ACCOUNT CODE</b>				
11 - 3895600	93.505	X02MC23128A0	\$1,673,000.00	\$0.00	N/A	N/A				

## HRSA Electronic Handbooks (EHBs) Registration Requirements

The Project Director of the grant (listed on this NGA) and the Authorizing Official of the grantee organization are required to register (if not already registered) within HRSA's Electronic Handbooks (EHBs). Registration within HRSA EHBs is required only once for each user for each organization they represent. To complete the registration quickly and efficiently we recommend that you note the 10-digit grant number from box 4b of this NGA. After you have completed the initial registration steps (i.e., created an individual account and associated it with the correct grantee organization record), be sure to add this grant to your portfolio. This registration in HRSA EHBs is required for submission of noncompeting continuation applications. In addition, you can also use HRSA EHBs to perform other activities such as updating addresses, updating email addresses and submitting certain deliverables electronically. Visit <https://grants.hrsa.gov/webexternal/login.asp> to use the system. Additional help is available online and/or from the HRSA Call Center at 877-Go4-HRSA/877-464-4772;301-998-7373.

### Terms and Conditions

**Failure to comply with the special remarks and condition(s) may result in a draw down restriction being placed on your Payment Management System account or denial of future funding.**

#### Grant Specific Condition(s)

- 1. Due Date: Within 30 Days of Award Issue Date**  
Submission of a Bio Sketch/Resume for the EBHV Project Director.
- 2. Due Date: Within 30 Days of Award Issue Date**  
Submission of a copy of the the Indirect Cost Rate Agreement reflecting 15.8%.

#### Grant Specific Term(s)

1. Requirements for CCR:

Unless your entity is exempt from this requirement under 2 CFR 25.110, it is incumbent upon you, as the recipient, to maintain the accuracy/currency of your information in the CCR until the end of the project. Additionally, this term requires your entity to review and update the information at least annually after the initial registration, and more frequently if required by changes in your information or another award term.

Requirements for DUNS numbers:

If you are authorized to make subawards under this award, you :

- Must notify potential subrecipients that no entity may receive a subaward from you unless the entity has provided its DUNS number to you.
  - May not make a subaward to an entity unless the entity has provided its DUNS number to you.
2. As required by the Federal Funding Accountability and Transparency Act of 2006 (Pub. L. 109–282), as amended by section 6202 of Public Law 110–252, recipients must report information for each subaward of \$25,000 or more in Federal funds and executive total compensation as outlined in Appendix A to 2 CFR Part 170 (<http://www.hrsa.gov/grants/ffata.html>). Subawards to individuals are exempt from these requirements.
  3. An approved performance measurement system and data collection plan must be in place prior to program implementation. The grantee is expected to work with the Health Resources and Services Administration on an ongoing basis throughout the grant period to complete the development of operationally defined performance measures for each benchmark area and the specification of data collection processes in order to support program accountability and future ongoing quality improvement.

Attendance at a two to three day, federally-initiated grantee meeting is required.

#### Standard Term(s)

1. All discretionary awards issued by HRSA on or after October 1, 2006, are subject to the HHS Grants Policy Statement (HHS GPS) unless otherwise noted in the Notice of Award (NoA). Parts I through III of the HHS GPS are currently available at <ftp://ftp.hrsa.gov/grants/hhsgrantspolicystatement.pdf>. Please note that the Terms and Conditions explicitly noted in the award and the HHS GPS are in effect.
2. The HHS Appropriations Act requires that when issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds, including but not limited to State and local governments, shall clearly state the percentage of the total costs of the program or project which will be financed with Federal money, the dollar amount of Federal funds for the project or program, and percentage and a dollar amount of the total costs of



the project or program that will be financed by nongovernmental sources.

3. Recipients and sub-recipients of Federal funds are subject to the strictures of the Medicare and Medicaid anti-kickback statute (42 U.S.C. 1320a - 7b(b) and should be cognizant of the risk of criminal and administrative liability under this statute, specifically under 42 U.S.C. 1320 7b(b) Illegal remunerations which states, in part, that whoever knowingly and willfully: (A) Solicits or receives (or offers or pays) any remuneration (including kickback, bribe, or rebate) directly or indirectly, overtly or covertly, in cash or in kind, in return for referring (or to induce such person to refer) an individual to a person for the furnishing or arranging for the furnishing of any item or service, OR (B) In return for purchasing, leasing, ordering, or recommending purchasing, leasing, or ordering, or to purchase, lease, or order, any goods, facility, services, or item ....For which payment may be made in whole or in part under subchapter XIII of this chapter or a State health care program, shall be guilty of a felony and upon conviction thereof, shall be fined not more than \$25,000 or imprisoned for not more than five years, or both.

4. Items that require prior approval from the awarding office as indicated in 45 CFR Part 74.25 [Note: 74.25 (d) HRSA has not waived cost-related or administrative prior approvals for recipients unless specifically stated on this Notice of Grant Award] or 45 CFR Part 92.30 must be submitted in writing to the Grants Management Officer (GMO). Only responses to prior approval requests signed by the GMO are considered valid. Grantees who take action on the basis of responses from other officials do so at their own risk. Such responses will not be considered binding by or upon the HRSA.

In addition to the prior approval requirements identified in Part 74.25, HRSA requires grantees to seek prior approval for significant rebudgeting of project costs. Significant rebudgeting occurs when, under a grant where the Federal share exceeds \$100,000, cumulative transfers among direct cost budget categories for the current budget period exceed 25 percent of the total approved budget (inclusive of direct and indirect costs and Federal funds and required matching or cost sharing) for that budget period or \$250,000, whichever is less. For example, under a grant in which the Federal share for a budget period is \$200,000, if the total approved budget is \$300,000, cumulative changes within that budget period exceeding \$75,000 would require prior approval). For recipients subject to 45 CFR Part 92, this requirement is in lieu of that in 45 CFR 92.30(c)(1)(ii) which permits an agency to require prior approval for specified cumulative transfers within a grantee's approved budget. [Note, even if a grantee's proposed rebudgeting of costs falls below the significant rebudgeting threshold identified above, grantees are still required to request prior approval, if some or all of the rebudgeting reflects either a change in scope, a proposed purchase of a unit of equipment exceeding \$25,000 (if not included in the approved application) or other prior approval action identified in Parts 74.25 and 92.30 unless HRSA has specifically exempted the grantee from the requirement(s).]

5. Payments under this award will be made available through the DHHS Payment Management System (PMS). PMS is administered by the Division of Payment Management, Financial Management Services, Program Support Center, which will forward instructions for obtaining payments. Inquiries regarding payments should be directed to: ONE-DHHS Help Desk for PMS Support at 1-877-614-5533 or [PMSSupport@psc.hhs.gov](mailto:PMSSupport@psc.hhs.gov). For additional information please visit the Division of Payment Management Website at [www.DPM.PSC.GOV](http://www.DPM.PSC.GOV).
6. The DHHS Inspector General maintains a toll-free hotline for receiving information concerning fraud, waste, or abuse under grants and cooperative agreements. Such reports are kept confidential and callers may decline to give their names if they choose to remain anonymous. Contact: Office of Inspector General, Department of Health and Human Services, Attention: HOTLINE, 330 Independence Avenue Southwest, Cohen Building, Room 5140, Washington, D. C. 20201, Email: [Htips@os.dhhs.gov](mailto:Htips@os.dhhs.gov) or Telephone: 1-800-447-8477 (1-800-HHS-TIPS).
7. Submit audits, if required, in accordance with OMB Circular A-133, to: Federal Audit Clearinghouse Bureau of the Census 1201 East 10th Street Jefferson, IN 47132 PHONE: (310) 457-1551, (800)253-0696 toll free <http://harvester.census.gov/sac/facconta.htm>
8. EO 13166, August 11, 2000, requires recipients receiving Federal financial assistance to take steps to ensure that people with limited English proficiency can meaningfully access health and social services. A program of language assistance should provide for effective communication between the service provider and the person with limited English proficiency to facilitate participation in, and meaningful access to, services. The obligations of recipients are explained on the OCR website at <http://www.hhs.gov/ocr/lep/revisedlep.html>.
9. This award is subject to the requirements of Section 106 (g) of the Trafficking Victims Protection Act of 2000, as amended (22 U.S.C. 7104). For the full text of the award term, go to <http://www.hrsa.gov/grants/trafficking.htm>. If you are unable to access this link, please contact the Grants Management Specialist identified in this Notice of Grant Award to obtain a copy of the Term.

### Reporting Requirement(s)

#### 1. Due Date: 10/01/2012

Submit a progress report on data collection efforts for each of the six benchmark areas, which would include an update of all data collected on all constructs within each benchmark area including definitions of what constitutes improvement, sources of data for each measure utilized, challenges encountered during data collection efforts, and steps taken to overcome them. Grantees should refer to the Funding Opportunity Announcement for further information on this reporting requirement.

#### 2. Due Date: 01/30/2014

The grantee must submit a Federal Financial Report (FFR) no later than January 30, 2014. The report should reflect cumulative reporting within the project period and must be submitted using the Electronic Handbooks (EHBs).

**Failure to comply with these reporting requirements will result in deferral or additional restrictions of future funding decisions.**

### Contacts

#### NGA Email Address(es):

Name	Role	Email
Barbara Yamashita	Point of Contact	barbara.yamashita@doh.hawaii.gov
Loretta J Fuddy	Authorizing Official	loretta.fuddy@doh.hawaii.gov
Cindy Hirai	Program Director	cindy.hirai@doh.hawaii.gov

Note: NGA emailed to these address(es)

#### Program Contact:

For assistance on programmatic issues, please contact Penny Kyler at:  
 MailStop Code: Home Visiting  
 HRSA/MCHB/DCAFH  
 90 7th St  
 FL 8  
 San Francisco, CA, 94103-6709  
 Email: pkyler@hrsa.gov  
 Phone: (415)437-8566  
 Fax: (415)443-7664

#### Division of Grants Management Operations:

For assistance on grant administration issues, please contact Mickey Reynolds at:  
 MailStop Code: 11-03  
 HRSA/OFAM/DGMO  
 5600 Fishers Lane  
 RM 11A-16  
 Rockville, MD, 20857-0001  
 Email: mreynolds@hrsa.gov  
 Phone: (301)443-0724  
 Fax: (301)594-4073

## **Letters of Support**

### **Early Learning Council (State Advisory Council)**

### **Hawaii Early Intervention Coordinating Council (HEICC)**

### **Early Learning Intermediary Organizations (12)**

The Head Start Association of Hawaii and Outer Pacific (HSAH-OP)

Hawaii State Head Start Collaboration Office (HSCO)

Special Education Advisory Council (SEAC)

Hawaii P-20 Partnerships for Education - P-3

PATCH (People Attentive To Children of Hawaii) Child Care Resource & Referral

Hawaii Association for the Education of Young Children (HAEYC)

Hawaii Careers With Young Children (HCYC)

Childcare Business Coalition (CBC)

Eleu Native Hawaiian Early Childhood Roundtable

Good Beginnings Alliance (GBA)

Hawaii Baptist Early Education Association

Kia'i ka 'ike

### **Congressional, State and County Leaders (10)**

Hawaii State Congressional Leaders

Office of the Lieutenant Governor

Hawaii State Legislature

Hawaii Council of Mayors (HCOM)

Hawaii Board of Education

Workforce Development Council

Department of Defense

Department of Business Economic Development & Tourism

Governor's Coordinator On Homelessness

Hawaii State Library System

### **Educational and Comprehensive Health Partners (24)**

Aloha United Way

American Academy of Pediatrics (AAP)

Calvin Sia, M.D.

Catholic Charities Hawaii

Child & Family Service (CFS)

Easter Seals Hawaii

Girl Scouts of Hawaii

Hawaii Association of Independent Schools (HAIS)

Hawaii Charter School Review Panel (CSRP)

Hawaii Charter Schools Network (HCSN)

Hawaii Educational Policy Center (HEPC)

Hawaii Institute for Public Affairs (HIPA)

Hawaii Primary Care Association (HPCA)

Hui for Excellence in Education (HE'E)  
 KCAA Preschools of Hawaii  
 Maui United Way  
 Mid-continent Research for Education and Learning (McREL)  
 Partners in Development Foundation (2 Letters)  
 PHOCUSED  
 Read to Me International  
 Special Parent Information Network (SPIN)  
 The Finance Project  
 The Learning Coalition  
 YMCA of Honolulu

**Foundations (7)**

Atherton Family Foundation  
 Consuelo Foundation  
 Hawaii Community Foundation  
 Keiki Funders Network of Hawaii  
 Omidyar Family Enterprises  
 Samuel N. & Mary Castle  
 W.K. Kellogg Foundation

**Post Secondary Institutions (5)**

Chaminade University of Honolulu  
 University of Hawaii - Center on Disability Studies  
 University of Hawaii - Center on the Family  
 University of Hawaii - Curriculum Research & Development Group  
 University of Phoenix

**Native Hawaiian Focused Trusts and Organizations (6)**

'Aha Punana Leo  
 ALU LIKE, Inc.  
 Institute for Native Pacific Education and Culture (INPEACE)  
 Kamehameha Schools  
 Native Hawaiian Education Council (NHEC)  
 Queen Liliuokalani Children's Center

**Business Organizations (5)**

Economic Development Alliance of Hawaii (EDAH)  
 Hawaii Bankers Association (HBA)  
 Hawaii Business Roundtable  
 Honolulu Japanese Chamber of Commerce  
 The Chamber of Commerce of Hawaii

**Unions (3)**

Hawaii Government Employees Association (HGEA)  
 Hawaii State Teachers Association (HSTA)  
 The Pacific Resource Partnership





## Early Learning Council

October 3, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

As Chair of Hawaii's Early Learning Council (ELC) which is our State Advisory Council, I would like to express strong support for the State of Hawaii's application for the Race to the Top – Early Learning Challenge program.

The Early Learning Council was created through Act 14 of the Hawaii State Legislature in 2008. It is comprised of 13 public and private agencies/organizations involved in early childhood and charged with designing and implementing a comprehensive statewide early learning system that builds on the current foundation of services offered. Since its beginning in September, 2008, the ELC has worked to bring members and the public together to create a vision, design a system, collect/analyze data, explore quality rating systems, and design pilot programs to expand access and affordability. The vision of the Early Learning Council is that

*"Hawaii has a comprehensive, high-quality early learning system, including choice, access, affordability, sustainability and cultural integrity that serves all of Hawaii's children, prenatal to age 5 and that lays a foundation for lifelong success."*

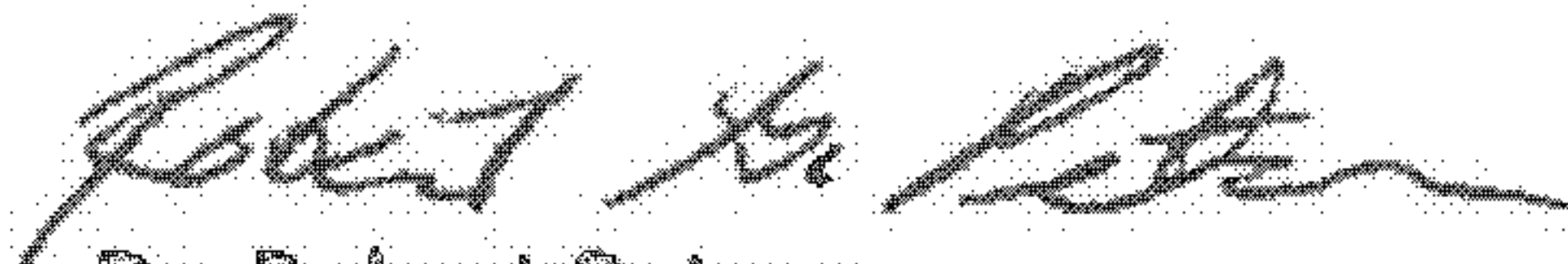
This work has guided the development of the Early Learning Framework, which includes a comprehensive view of services beginning with prenatal to age 5 health outcomes, learning outcomes, family engagement and education outcomes and workforce development outcomes. Ultimately this framework is meant to provide a comprehensive early childhood system the cornerstone of the high quality state plan delineated in Hawaii's Early Learning Challenge application.

The ELC members are excited about the prospect of obtaining Early Learning Challenge funding that will accelerate our progress in enhancing Hawaii's early childhood learning and development system to better prepare children, especially those with high needs, to enter kindergarten ready to learn and succeed in life. As described in the application, our efforts will

focus on achieving a set of ambitious yet achievable goals for the following key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on consistent and demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the P-20 system).

As Chair of the Early Learning Council, and the State Advisory Council, I urge the U.S. Department of Education and the U.S. Department of Health and Human Services to give Hawaii's Early Learning Challenge grant submission its highest consideration for funding and implementation.

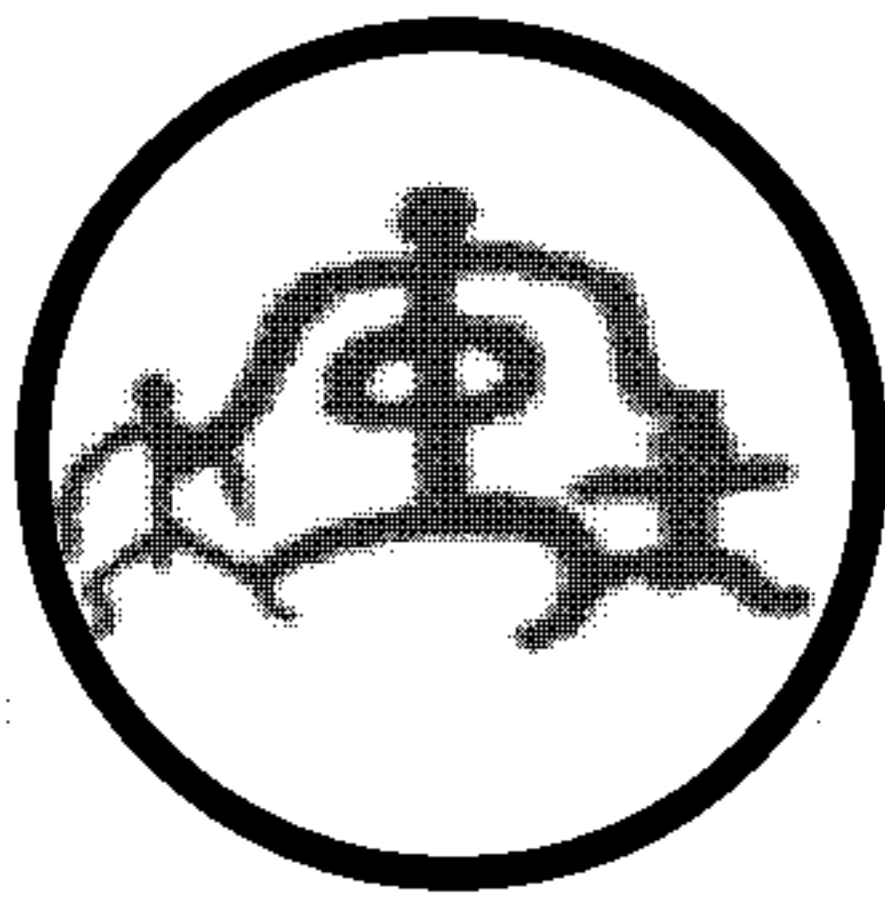
Sincerely,



Dr. Robert Peters

Chair of the Early Learning Council and State Advisory Council





HAWAI'I EARLY INTERVENTION  
COORDINATING COUNCIL

1350 South King Street Suite 200 Honolulu, Hawai'i 96814

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Honolulu, Hawai'i 96813

Dear Governor Abercrombie,

I am writing to express the strong support of our *HAWAI'I EARLY INTERVENTION COORDINATING COUNCIL (HEICC)* for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge Grant.

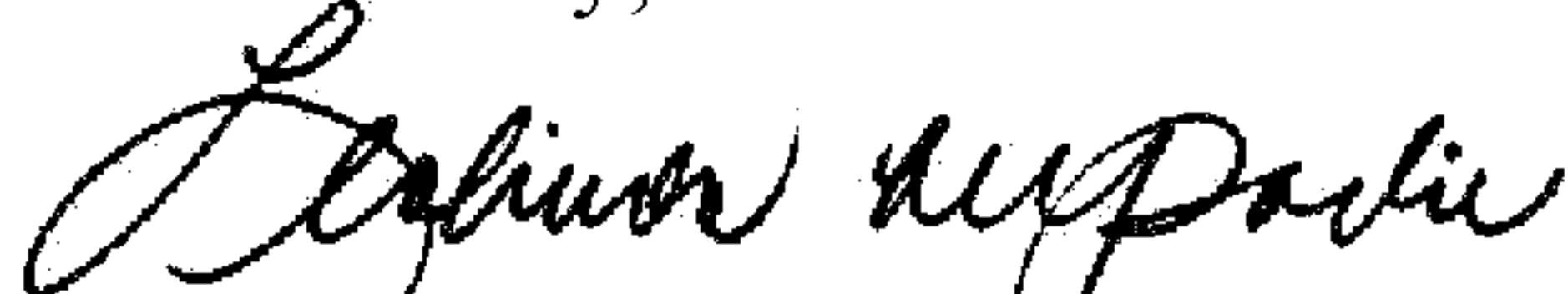
The HEICC advises and assists the Director of Health in the 1) identification of the sources of fiscal and other support for services for early intervention programs, 2) assignment of fiscal responsibility to the appropriate agency, 3) promotion of interagency agreements, and 4) preparation of applications and amendments. The HEICC also advises and assists the Department of Education regarding the transition of toddlers with disabilities to preschool and other appropriate services.

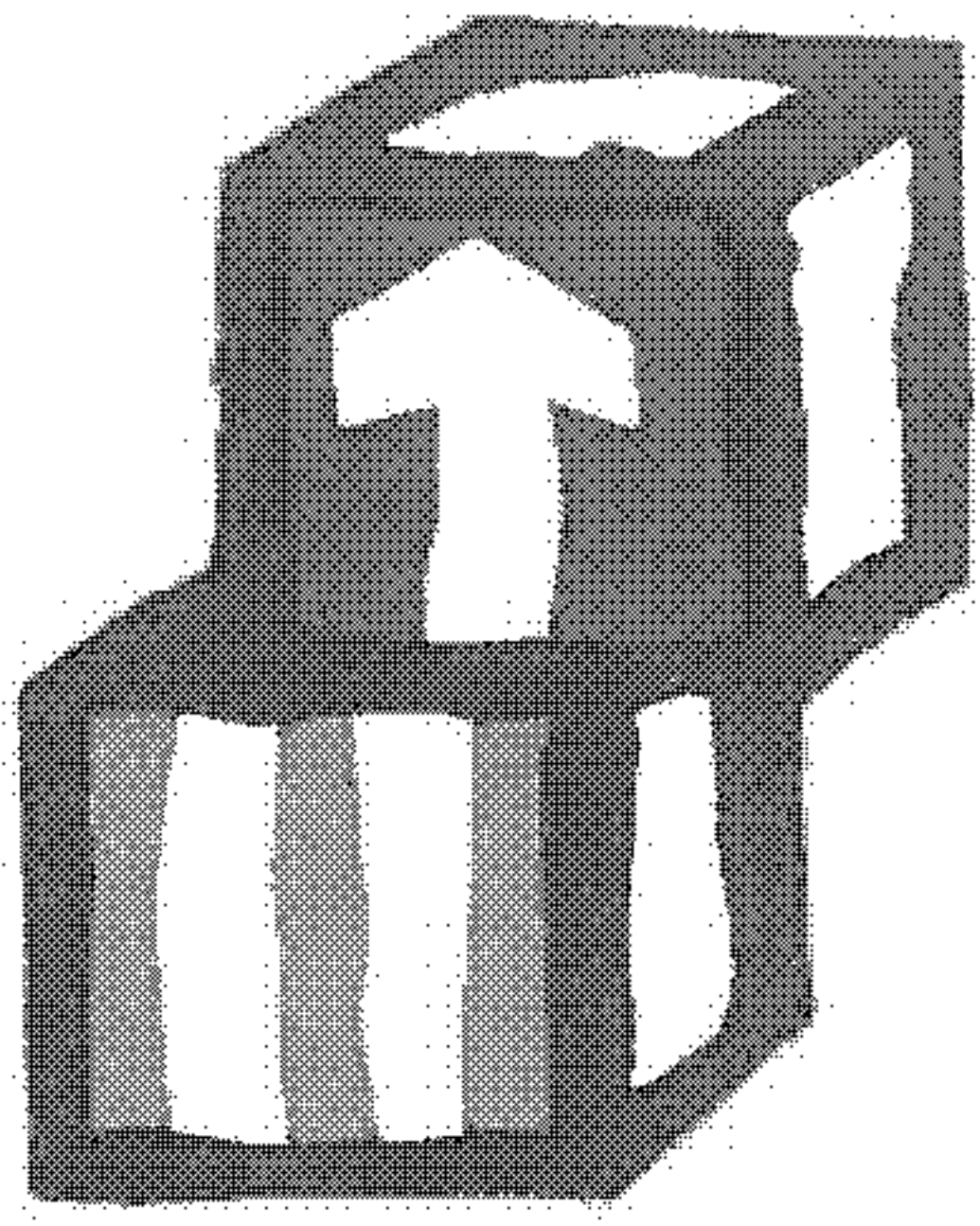
We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawai'i State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

The HEICC would like to support this application because of its commitment to the thousands of families in Hawai'i who have young children with disabilities. The council is committed to assisting in the goal of increasing access to high quality programs for these children and families. We look forward to collaborating to ensure awareness and support of the grants goals. We will do whatever we can to assist in training and communication of parents and professionals in the development of a comprehensive system for birth to five year olds.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

  
Leolinda Parlin, Chair



**The Head Start  
Association  
Of Hawaii**

Debbi Amaral  
MEO Head Start  
99 Mahalani Street  
Wailuku, HI 96793

Child and Family Service

Family Support Services of  
Hawaii

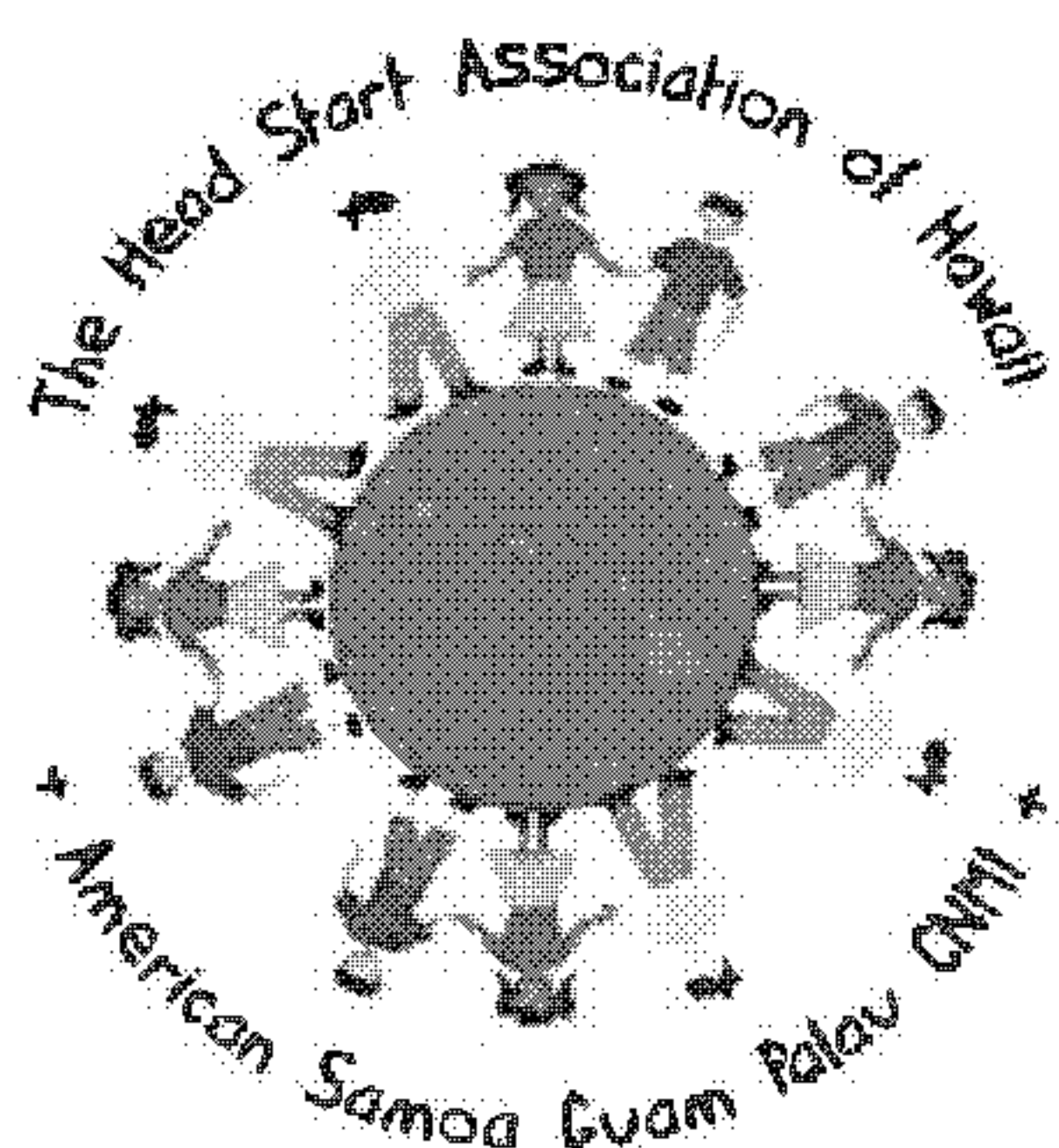
Maui Economic Opportunity,  
Inc.

Maui Family Support  
Services

Parents and Children  
Together

Honolulu Community Action  
Program

*Associate Programs:*  
American Samoa  
Guam  
Palau  
Commonwealth of  
North Mariana Island



**The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202**

**The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201**

**Dear Secretaries Duncan and Sebellus,,**

**I am writing to express the strong support of the Head Start Association of Hawaii and Outer Pacific (HSAH-OP) for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.**

**The HSAH-OP represents approximately 608 employees of Head Start and Early Head Start within the state of Hawaii. The Head Start programs serve a total of 2,681 preschool children and 377 infant and toddlers.**

**We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a HI State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).**

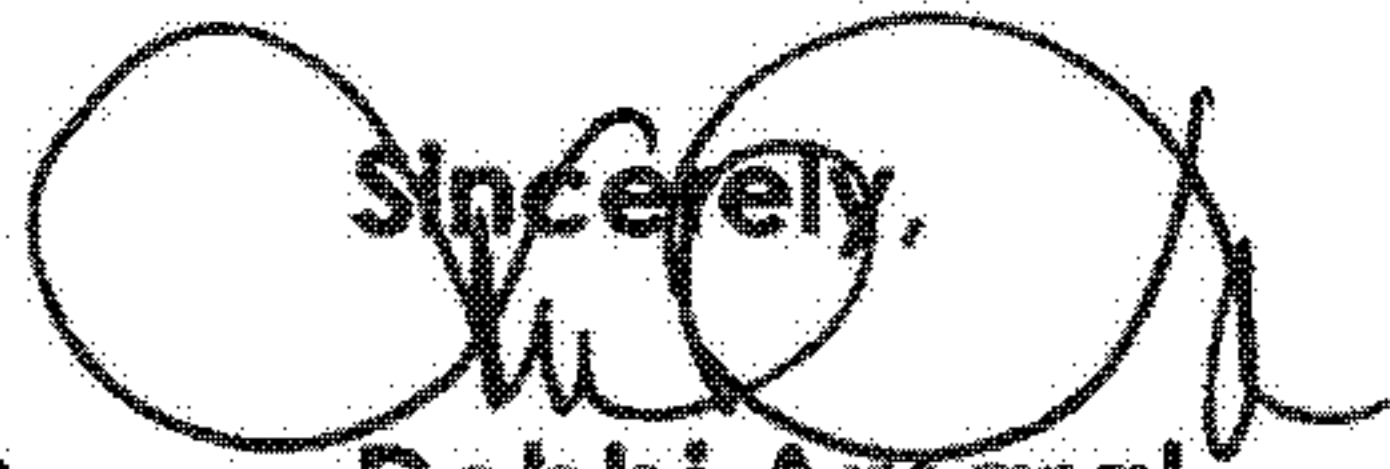
**The HSAH-OP is committed to collaborative partnering by sharing staff development opportunities, early childhood resources in the form of staff expertise skills and knowledge, and by offering staff to**



participate in committee workgroups in support of the five critical areas addressed within the grant application. As grantees who serve a population of children with high needs as referenced in the application, HSAH-OP stands ready to lend its expertise, experience and resources to support the RTT reform agenda. We also pledge to continue implementing Head Start program performance standards to the highest degree possible to ensure that we are providing high quality learning environments and comprehensive support services to our children with high needs and their families.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,



Debbi Amaral

Head Start Association of Hawaii and Outer Pacific

on  
behalf  
of

**HAWAII STATE HEAD START COLLABORATION OFFICE**

*Department of Human Services, 820 Mililani Street, Suite 606, Honolulu, HI 96813*  
*Phone: 808.586.5240 • Fax: 808.586.5744 • Email: [cjackson@dhs.hawaii.gov](mailto:cjackson@dhs.hawaii.gov)*

The Honorable Neil Abercrombie  
 Governor, State of Hawaii  
 Executive Chambers, State Capitol  
 Honolulu, Hawaii 96813

Dear Governor Abercrombie,

This letter is to express the strong support of the Hawaii Head Start Collaboration Office (HSCO) for Hawaii's application to the U.S. Department of Education for the Race to the Top Early Learning Challenge grant.

The Head Start Collaboration Office is the liaison between the Office of Head Start, the State, and the local Early Head Start (EHS)/Head Start (HS) grantees who provide comprehensive child development, health and family support services to over 3,200 pregnant women, infants, toddlers, preschoolers and their families. The role of the HSCO is to provide a point of contact re Head Start-related issues and services, to develop and enhance partnerships between EHS/HS grantees and community agencies, and to ensure that Head Start is represented in state-level planning and systems-building around services and supports to low-income children and families in Hawaii.

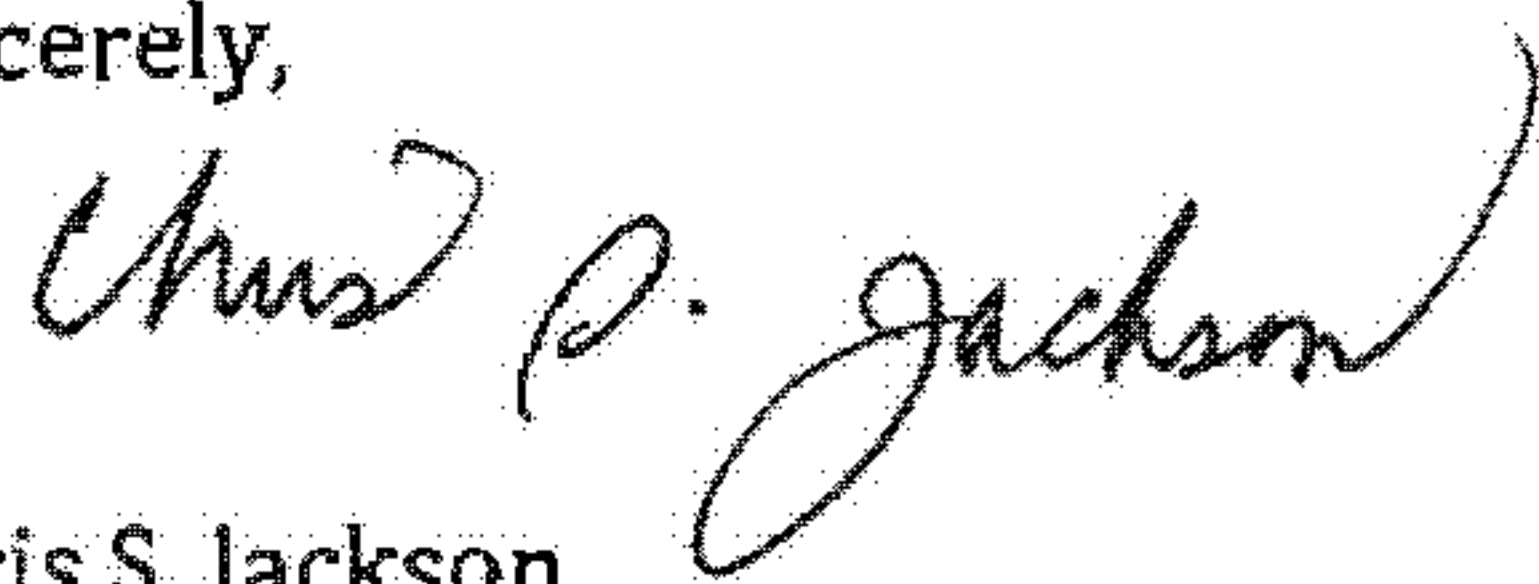
Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of concern: (1) enhancing the integration and coordination of programs, policies and services (in part, through the establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

As Head Start serves many of the children with high needs referred to in this grant application, we share a mutual goal of serving more children in high quality settings in order to enhance their learning and developmental outcomes. The application's emphasis on workforce professional development, a tiered quality rating and improvement system, and measuring outcomes and progress is also aligned with Head Start's philosophy regarding continuous program improvement, including the use of data to inform instructional practice and for ongoing monitoring of children's progress throughout the year.

The Head Start Collaboration Office is prepared to work collaboratively with key partners in executing the reform agenda goals included in this application, including making specific RTT objectives the agenda of the Early Learning Council (State Advisory Council)'s Direct Services Sub-Committee which includes public and private representation. Through its membership on a number of early childhood advisory councils and work groups, including the QIRs Planning Committee, HCYC, and the ELDS work group, the HSCO will continue to further our existing work to accomplish RTT goals. Finally, the HSCO can also help to convene forums with EHS/HS grantees and others to inform, discuss and engage them in the critical areas of reform and to solicit additional strategies that will support the achievement of the ambitious goals in this application.

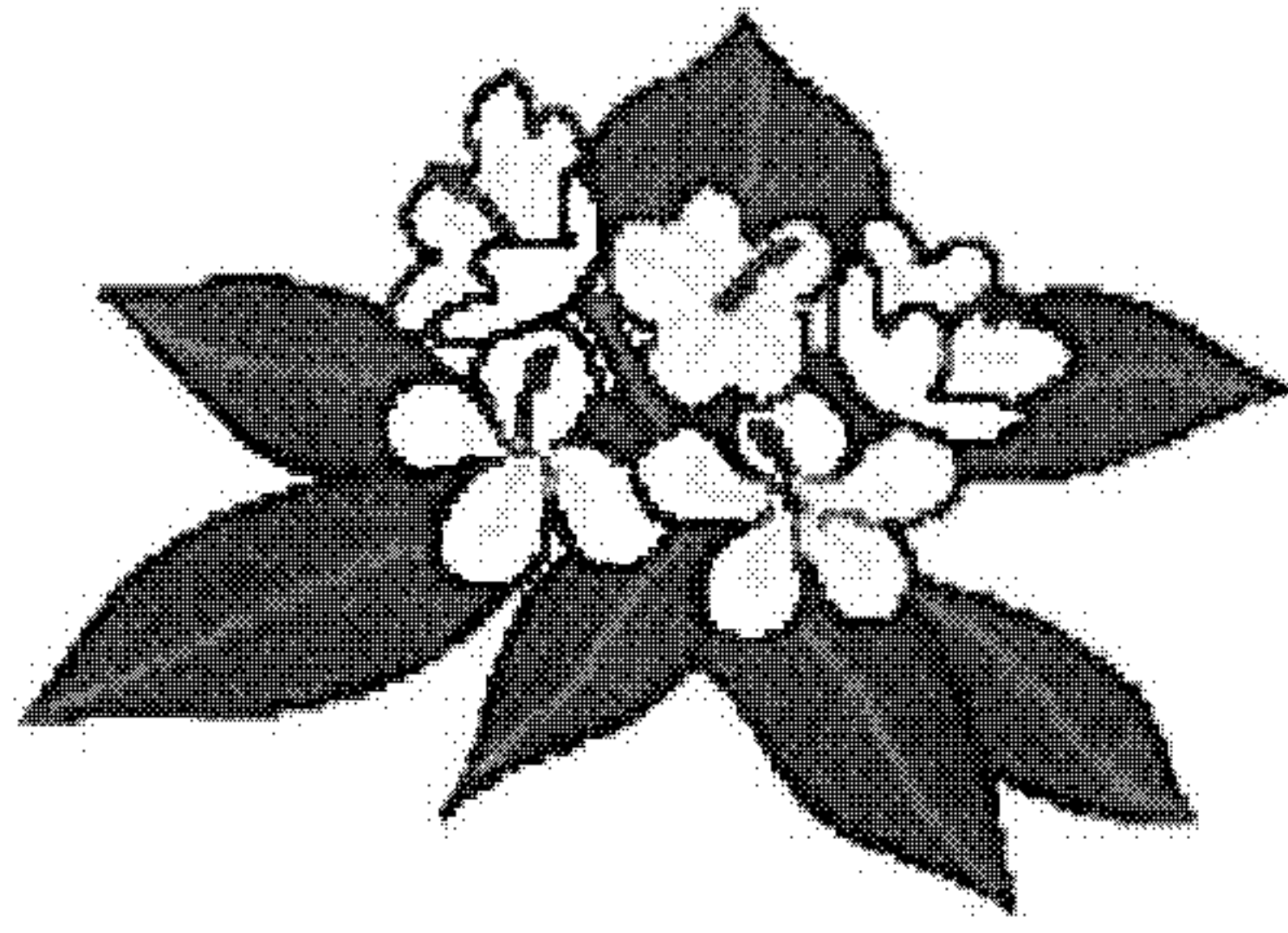
I look forward to the exciting work ahead that will help improve the quality and accessibility of Hawaii's early learning and development system for all of our young keiki, especially those with high needs.

Sincerely,



Chris S. Jackson  
 Head Start Collaboration Director





**S E A C**  
**Special Education Advisory Council**

919 Ala Moana Blvd., Room 101

Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: [spin@doh.hawaii.gov](mailto:spin@doh.hawaii.gov)

September 26, 2011

**Special Education  
 Advisory Council**

Ms. Ivalee Sinclair, *Chair*  
 Ms. Martha Guinan, *Vice  
 Chair*

Ms. Brendelyn Ancheta  
 Ms. Sue Brown  
 Mr. Robert Campbell,  
*Liaison to the Superintendent*  
 Ms. Deborah Cheeseman  
 Ms. Annette Cooper  
 Ms. Phyllis DeKok  
 Ms. Debra Farmer  
 Ms. Gabriele Finn  
 Dr. David Fray  
 Mr. Henry Hashimoto  
 Ms. Tami Ho  
 Ms. Barbara Ioli  
 Ms. Deborah Kobayakawa  
 Ms. Bernadette Lane  
 Ms. Pina Lemusu  
 Ms. Shanelle Lum  
 Ms. Rachel Matsunobu  
 Ms. Stacey Oshio  
 Ms. Barbara Pretty  
 Ms. Paula Quealy  
 Ms. Kau'i Rezendes  
 Ms. Melissa Rosen  
 Dr. Patricia Sheehey  
 Mr. Steven Vannatta  
 Ms. Cari White  
 Mr. Duane Yee

Jan Tateishi, Staff

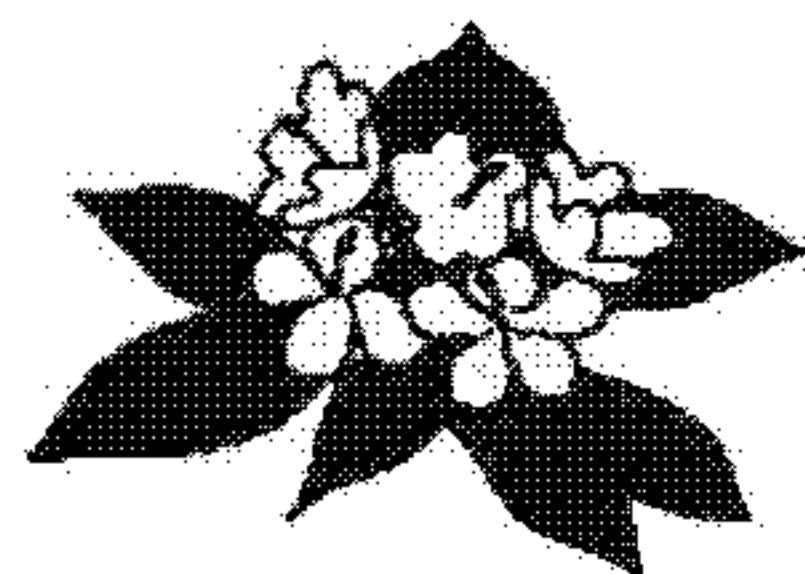
The Honorable Neil Abercrombie  
 Governor, State of Hawaii  
 Executive Chambers, State Capitol  
 Honolulu, Hawaii 96813

Dear Governor Abercrombie,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under Part B of the Individuals with Disabilities Education Act (IDEA), would like to express our strong support of Hawaii's application to the U.S. Department of Education for **Race to the Top – Early Learning Challenge Grant**.

SEAC is made up of a diverse group of stakeholders with expertise on a wide variety of special education and related issues. Among our primary tasks are advising the Department of Education on the unmet needs of students with disabilities and contributing to the review of data and improvement activities around twenty key indicators as part of the Annual Performance Report process. Three of these indicators focus on preschool children with disabilities—preschool outcomes, least restrictive environments for 3-5 year olds and timely transitions from early intervention to preschool.

Hawaii's Early Learning Challenge application addresses the current scarcity of inclusive preschool educational placements for children with disabilities and other children at high risk of learning difficulties. It does so, in part, by providing training and tools to quality early childhood education programs, so that they may be better able to include young children with disabilities and provide them with high quality supports. Additionally, the new Hawaii Early Learning and Development Standards (ELDS) the grant proposes to develop will cover a broader range of ages and abilities compared to current preschool standards, so that early childhood educators will have greater flexibility to meet the unique needs of students with disabilities or students who are at risk of disabilities.



Governor Neil Abercrombie  
September 26, 2011  
Page 2

As with Hawaii's earlier Race to the Top grant award, SEAC stands to be a ready partner in improving services to students with disabilities. We would be happy to assist in disseminating information to families and community members, providing input on grant activities, and advising the Department on policies or procedures needed to support the desired outcomes.

Respectfully,

A handwritten signature in black ink that reads "Ivalee Sinclair /sr".

Ivalee Sinclair  
Chair





September 29, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawai'i  
Executive Chambers, State Capitol  
Honolulu, Hawai'i 96813

Dear Governor Abercrombie:

On behalf of Hawai'i P-20 Partnerships for Education, we are writing to express our strong support for Hawaii's application to the U.S. Department of Education for the Race to the Top – Early Learning Challenge grant.

Hawai'i P-20 Partnerships for Education is a statewide partnership led by the Early Learning Council, the Hawai'i State Department of Education, and the University of Hawai'i System that is working to strengthen the education pipeline from early childhood through higher education so that all students achieve career and college success. By way of Hawai'i P-20's early learning initiative, Hawai'i P-3, we are strengthening the early childhood component of the education pipeline by supporting a network of 47 elementary schools and 11 early learning programs in implementing an aligned and coordinated PreK to Grade 3 continuum of early learning experiences for Hawaii's youngest and most vulnerable children.

We understand that Hawaii's application for the Early Learning Challenge grant proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services, in part through the establishment of a Hawai'i State Department of Early Childhood; (2) designing and implementing a tiered quality rating and improvement system based on stringent statewide program standards; (3) improving early learning and development outcomes, with a focus on children with high needs; (4) enhancing the size and quality of the early childhood education workforce; and (5) measuring outcomes and progress, primarily through a validated assessment at entry into kindergarten and through a longitudinal data system connected to the state's P-20 system.

Hawai'i P-20 is committed to supporting this grant application by: (1) leading the enhancement of the existing Statewide Longitudinal Data System by adding early childhood data and supporting the development of a new early childhood data system; (2) contributing resources toward professional development and related training for teachers and leaders in targeted low-income areas; and (3) supporting the grant implementation through continued collaboration and work group membership with partnering agencies.

Hawai'i P-20

UNIVERSITY OF HAWAII • SINCLAIR LIBRARY, ROOM 504 • 2425 CAMPUS ROAD • HONOLULU, HI 96822

Office: 808-956-3879 | Fax: 808-956-8037

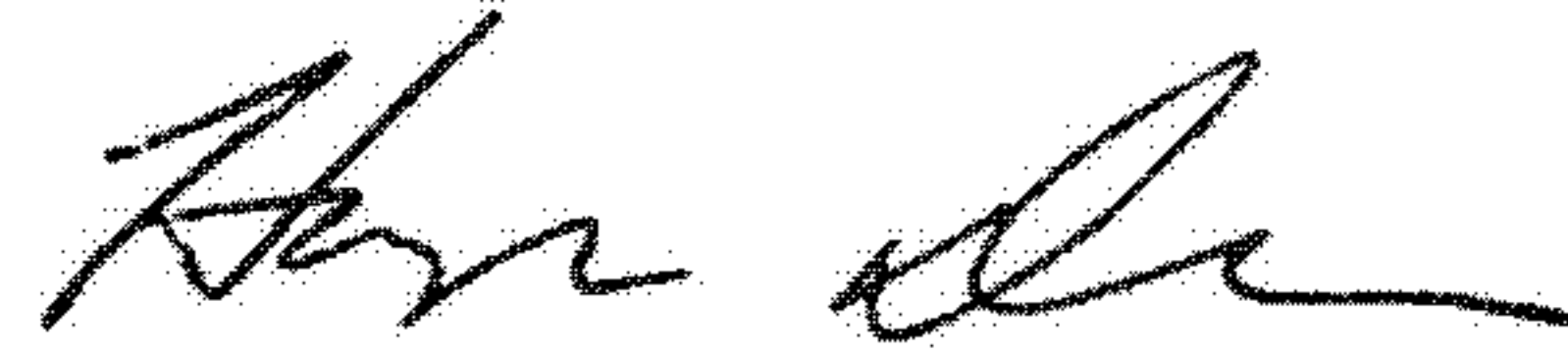
[www.p20hawaii.org](http://www.p20hawaii.org)

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so that all children, especially those with high needs, enter kindergarten ready to succeed.

Sincerely,



Karen C. Lee  
Executive Director



Hugh Dunn  
Director of Early Learning Programs

**PATCH**

Supporting Hawaii's Child Care Needs

October 5, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

**Oahu - Main Office**

650 Iwilei Road  
Suite 205  
Honolulu, HI 96817-5318  
Tel (808) 839-1988  
Fax (808) 839-1799  
www.PatchHawaii.org

**Preschool Open Doors**

650 Iwilei Road  
Suite 205  
Honolulu, HI 96817-5318  
Tel (808) 791-2130  
Fax (808) 839-1799  
Toll-Free 1-800-746-5620

**Maui**

95 Mahalani Street  
Suite 28-2A  
Wailuku, HI 96793-2274  
Tel (808) 242-9232  
Fax (808) 242-4672

**Kauai**

4485 Pahe'e Street  
Suite 124  
Lihue, HI 96766-1335  
Tel (808) 246-0622  
Fax (808) 246-0069

**East Hawaii**

305 Wailuku Drive  
Suite 4  
Hilo, HI 96720-2437  
Tel (808) 961-2020  
Fax (808) 935-7867

**West Hawaii**

79-7393 Mamalahoa Hwy.  
Unit 4A  
Kealahou, HI 96750-7928  
Tel (808) 322-3500  
Fax (808) 322-0100

**Member of:**

National Association  
of Child Care Resources  
Aloha United Way  
Kauai United Way  
Hawaii Island United Way  
Better Business Bureau

Dear Secretaries Duncan and Sebelius,

I am writing to express the unwavering support from PATCH – People Attentive to Children, for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

PATCH is Hawaii's only statewide child care resource and referral agency with offices in Honolulu, Kauai, Maui, Hilo and Kona. We have been helping families find child care and balance the needs of home and work since 1976. Each year we assist over 10,000 families in their quest for quality, affordable child care in Hawaii. We are also dedicated to improving the child care sector by recruiting and training people to become child care professionals. Nearly 3,000 people take the hundreds of free classes we offer each year in the area of early childhood education and care. We also offer individual technical support for child care professionals, especially those who work with children of special needs and children of military families.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

PATCH stands ready to commit its resources toward these five areas of reform. Many of our staff have been and will continue to be engaged workgroup members. PATCH has already been an active partner for the last year in the development of a tiered quality rating and improvement





system for family child care providers on behalf of the Department of Human Services. Through our many programs, we have specifically supported children with high needs, including those with developmental delays or those from poverty and/or military households. We have also supported those very same children toward the transition to Kindergarten by offering a subsidized preschool experience.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Yours truly,

Katy Chen  
Executive Director

**Oahu - Main Office**

650 Iwilei Road  
Suite 205  
Honolulu, HI 96817-5318  
Tel (808) 839-1988  
Fax (808) 839-1799  
www.PatchHawaii.org

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Fax (808) 839-1799  
Toll-Free 1-800-746-5620

**Maui**

95 Mahalani Street  
Suite 28-2A  
Wailuku, HI 96793-2274  
Tel (808) 242-9232  
Fax (808) 242-4672

**Kauai**

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Lihue, HI 96766-1335  
Tel (808) 246-0622  
Fax (808) 246-0069

**East Hawaii**

305 Wailuku Drive  
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Hilo, HI 96720-2437  
Tel (808) 961-2020  
Fax (808) 935-7867

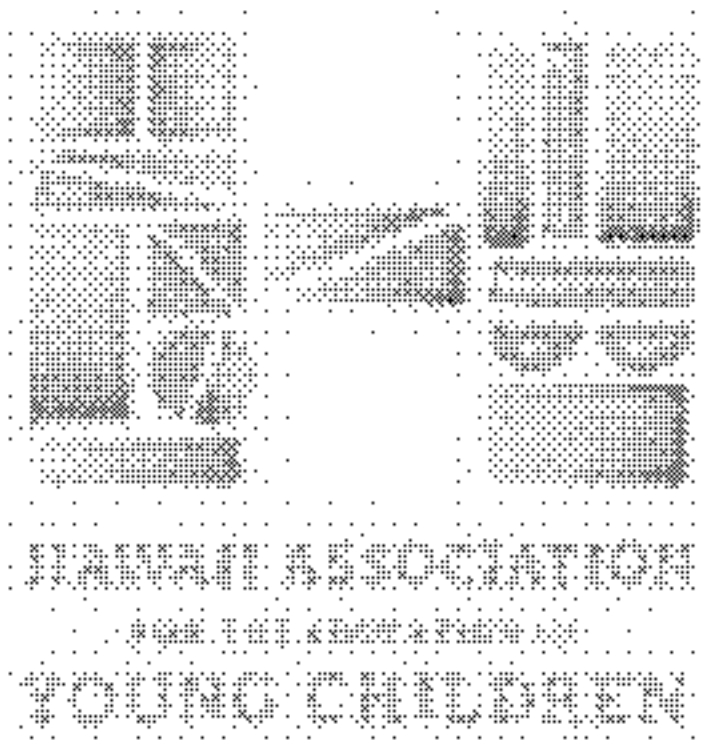
**West Hawaii**

79-7393 Mamalahoa Hwy.  
Unit 4A  
Kealahou, HI 96750-7928  
Tel (808) 322-3500  
Fax (808) 322-0100

**Member of:**

National Association  
of Child Care Resources  
Aloha United Way  
Kauai United Way  
Hawaii Island United Way  
Better Business Bureau





1806 So. King Street ☆ Suite 30 ☆ Honolulu, HI 96826 ☆ (808)942-4708 ☆ FAX (808)955-2739 ☆ haeyc@hawaiihaeyc.org

September 30, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

The Hawaii Association for the Education of Young Children (HAEYC) is writing to express strong support for Hawaii's application to the U.S. Department of Education for the Race to the Top – Early Learning Challenge grant.

The Hawai'i Association for the Education of Young Children is a non-profit, voluntary membership organization composed of close to 1000 teachers; family childcare providers, caregivers, directors and those committed to quality early childhood programs for children birth to eight. HAEYC is the local affiliate of the National Association for the Education of Young Children (NAEYC). The National Association for the Education of Young Children has become the nation's premier organization for early childhood professionals—setting research-based standards and providing resources to improve early childhood program quality, enhance the professional development and working conditions of program staff, and to help families learn about and understand the need for high quality early childhood education. Through position statements, work with other organizations, and its national voluntary accreditation system, NAEYC has been the leader in promoting excellence in early childhood education for all young children from birth through age 8. HAEYC has 4 local chapters: Maui, Big Island, Oahu and Kauai. Chapters offer island conferences, workshops, family events and newsletters.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

Annually, HAEYC in collaboration with other early childhood organizations and State government offers an early childhood state conference drawing over 1,500 participants. HAEYC strongly advocates for improved education, health and family support policies and programs for young children and their families at the local and state government level and secures financial support from membership and local philanthropy.

*Our mission is to promote, support, and expand quality and professionalism in early childhood programs and services for Hawai'i's young children (0-8) and their families.*



In 2002 HAEYC developed and implemented the statewide Hawaii Early Childhood Accreditation Project (HECAP) serving 152 programs, 946 practitioners and approximately 9,852 children and their families. HECAP supports program improvement among early learning providers in Hawai'i. The significance of participation in HECAP is that each early learning program is making improvements in how it serves its children and families. Some may have already achieved accreditation. Rather than rest on their laurels, they are encouraged to work on some aspect of functioning that they can improve, to maintain their accreditation or become accredited. Some may never be able to be accredited, perhaps because of facilities or staffing obstacles but they too are encouraged to work on improving their services. So while accreditation is a goal, those who are accredited still have work to do, and those who may take years to or who may never achieve it may work incrementally on smaller goals, all the while supported by HECAP, therefore increasing the effectiveness of early childhood programs in Hawai'i. This project along with the Department of Human Services-Quality Care Program has been the only consistent vehicles for program improvement. HAEYC supports this proposal because of the strong Quality Improvement and Rating System component necessary to achieve the outcomes necessary for our youngest children and families.

When Hawaii is awarded this grant HAEYC will continue to support the coordination of a high quality comprehensive early learning system with resources that support and promote high quality early learning programs for our children, families, and those who serve.

Sincerely,



Troy Jarrell  
HAEYC President  
2009-2011



Katherine E. Murphy  
HAEYC Executive Director

Hawai'i Careers with Young Children (HCYC)  
Workforce and Professional Development System Building Collaborative

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support of *Hawai'i Careers with Young Children (HCYC)* for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

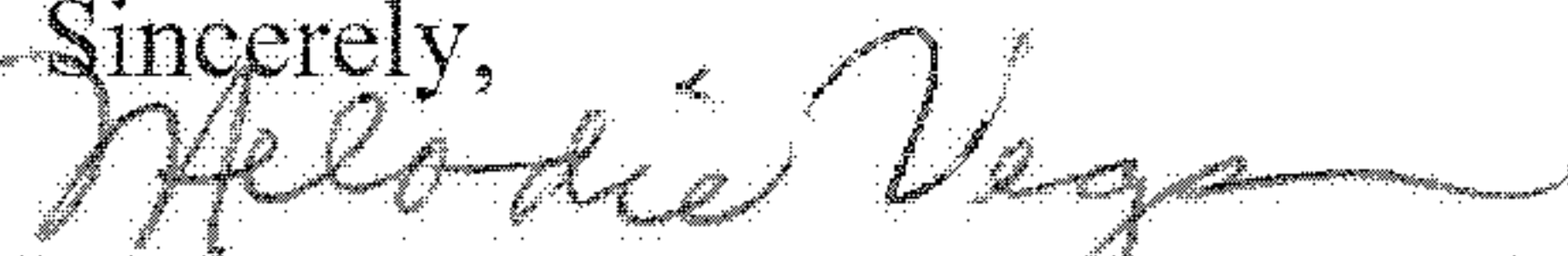
HCYC is a workforce and professional development system building collaboration of twenty-five agencies, organizations, departments, and islands with vested interest in the early childhood workforce. The goal of HCYC is to build an affordable and accessible system of career advancement and professional development so early education and care practitioners can gain the knowledge and skills they need to provide quality services to children and families, and be equitably compensated. In 2007, HCYC was funded by Kamehameha Schools to develop a plan to bring the existing components of a workforce and professional development system together into a formal system as well as develop and implement new components. In 2010, HCYC formed Kaulanakilohana, a community of early childhood higher education representatives, to address early childhood issues within the system of public and private higher education. In August 2011, the Hawai'i Career Access and Navigation of Early Childhood Systems (CANOES) was established.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

HCYC has committed to continue to advise the facilitation of the development of the workforce components in the implementation of the RTTT grant that enhance the size and quality of the ECE workforce.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,



Melodie Vega, Project Manager/Facilitator and  
The Hawaii Careers with Young Children Steering Team





# CHILDCARE BUSINESS COALITION

Committed to Quality Education

September 30, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Cole Academy

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

The Hawai'i Baptist  
Early Education  
Association

KCAA Preschools  
of Hawai'i

Dear Secretaries Duncan and Sebelius:

Kama'aina Kids

The Childcare Business Coalition (CBC) would like to express our support for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

Rainbow Schools

Our members serve 4,600 children in 65 licensed centers statewide, and provide quality early education and care to more than 40% of the Child Care and Development Fund-funded children enrolled in center-based care in Hawaii. We understand the importance of providing high need children with a quality early learning experience and are excited about the opportunities that the Race to the Top-Early Learning Challenge grant would bring to our State, to our programs and staff, and to the children and families that we serve. As a member organization of the Early Care and Education Consortium, an alliance of America's leading national, regional and independent providers, we work at the local, State and national level to promote quality center-based care.

Seagull Schools

Waiānae Coast Early  
Childhood Services

Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform and ultimately including the establishment of a Hawaii State Department of Early Childhood. The Childcare Business Coalition supports this effort.

Liaison:

CBC member organizations have a long history of working in partnership with the State Department of Human Services (DHS) on a variety of initiatives to better serve high need children and their families and look forward to the opportunity to work with DHS, the State Department of Education and the Governor's Office to improve outcomes for high need children.

Christina Cox  
2707 So. King St.  
Honolulu, HI  
96826  
(808) 941-9414  
ccox@kcaapreschools.org

Sincerely,

Christina Cox  
Liaison

156C Hamakua Drive Kailua, Hawaii 96734



9/28/2011

The Honorable Neil Abercrombie  
 Governor, State of Hawaii  
 Executive Chambers, State Capitol  
 Honolulu, Hawaii 96813

Dear Governor Abercrombie,

We are writing to express the strong support of our 'Eleu Roundtable for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

'Eleu is a consortium of Native Hawaiian early childhood organizations that come together on a monthly basis to ensure that "services are being provided where needed". The group shares best practices, to collaborate and share resources so that limited funds are best utilized and leveraged. 'Eleu is a voluntary gathering of agencies that currently include: 'Aha Punana Leo, ALU LIKE, the Institute for Native Pacific Education and Culture (INPEACE), Keiki O Ka Aina Family Learning Centers (KOKA), Na Kamalei- KEEP, and Partners in Development (PID). Together, 'Eleu provides family child interactive programs (FCILP) across the state to thousands of children and their parents/caregivers, offering high quality, innovative and culturally sensitive programs. Having convened for more than 6 years as 'Eleu and for several more before formally deciding to become an entity, 'Eleu has presented collectively at the national level, offered an opinion editorial for print, put on a conference for staff, developed standards and guidelines (with the intent to be nationally accredited), agreed upon common assessment tools and are currently looking into a universal registration form and common database for all agencies.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

'Eleu is committed to work with the state of Hawaii to address the five critical areas of reform. Building a solid foundation at the Early Education level will improve the entire educational system of Hawaii. We thoroughly support this application.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,  
'Eleu (*Native Hawaiian Early childhood Round Table*)





The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

September 27, 2011

As Executive Director of Good Beginnings Alliance (GBA), Hawaii's leading policy and advocacy organization dedicated to ensuring young children are safe, healthy and ready to succeed, I strongly support the Hawaii's application for the U.S. Department of Education's Race to the Top – Early Learning Challenge (RTTT-ELC) competition.

GBA has been a long-time leader for a comprehensive quality early childhood system for Hawaii, and we are very excited about this tremendous opportunity. We helped pioneer the Hawai'i State School Readiness Assessment (HSSRA) that has provided an annual measurement of schools ready to receive students and students ready to succeed in school since School Year 2004-2005. This assessment offers an excellent starting point for the development of a Kindergarten Entry Assessment for all of Hawaii's public school students. We are also supporting the State Department of Education's implementation of the early childhood learning component of its RTTT reform efforts.

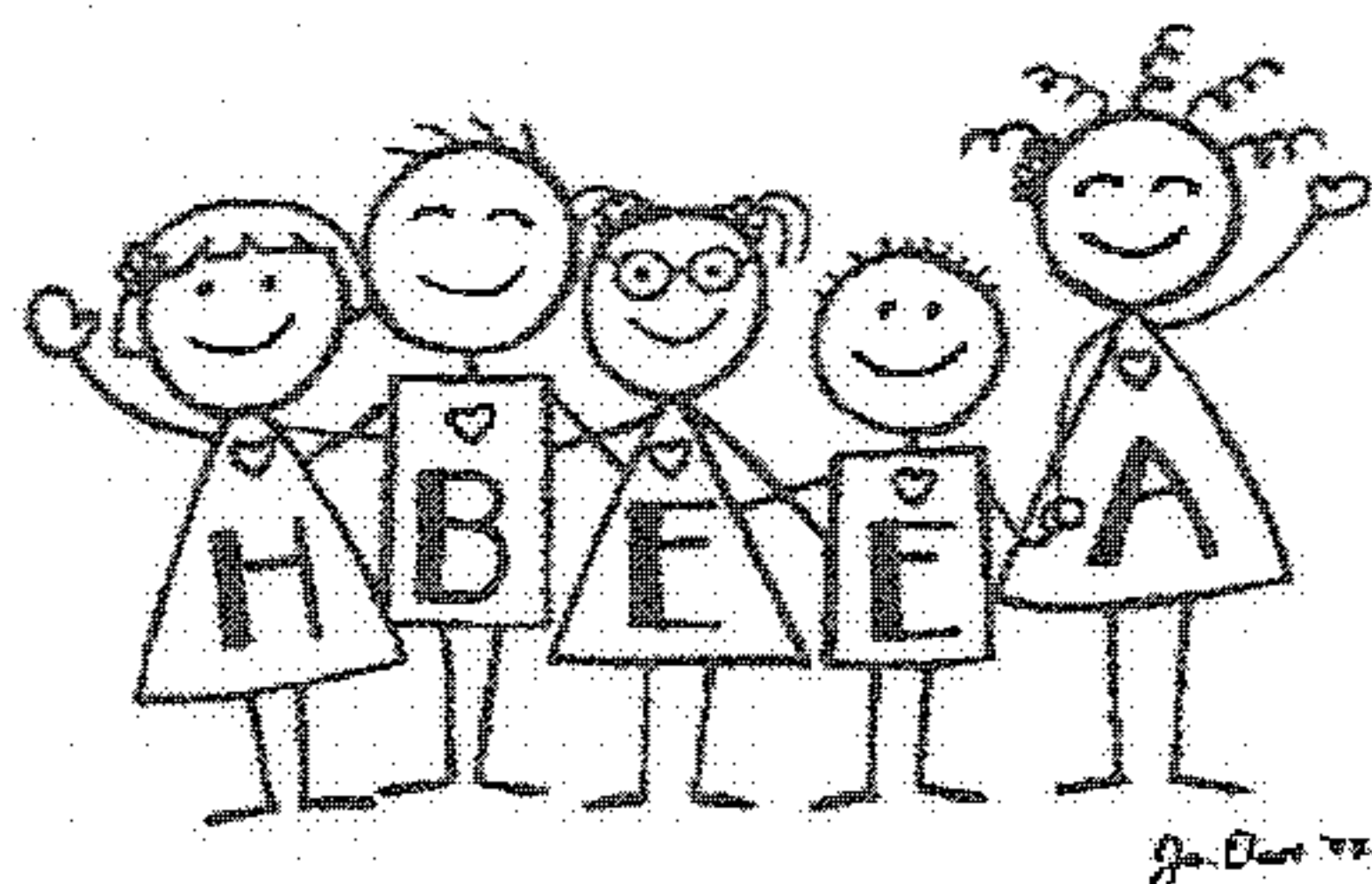
Thanks to the generous funding from the W.K. Kellogg Foundation, GBA is part of the P-3 programs working to align K-3 programs with their early education partners. GBA's role is to lead the public will campaign (Be My Voice Hawaii) that will convince citizens and the Legislature of the critical need to fund a comprehensive quality early childhood system. The P-3 Demonstration Sites have made great gains, and these evidence-based models will be replicable statewide and align well with Hawaii's RTTT-ELC efforts

RTTT-ELC funding will offer Hawaii the much-needed investment in early education as a connection to the K-12 public school system, leading to children entering kindergarten ready to succeed. We are delighted to partner with our state to ensure success for our children.

Sincerely,

A handwritten signature in cursive script that reads "Elisabeth Chun".

Elisabeth Chun  
Executive Director



**HAWAII BAPTIST EARLY EDUCATION ASSOCIATION**  
**2042 VANCOUVER DRIVE HONOLULU, HI 96822**

September 26, 2011

The Honorable Neil Abercrombie  
 Governor, State of Hawaii  
 Executive Chambers, State Capitol  
 Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support from The Hawaii Baptist Early Education Association for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

Hawaii Baptist Early Education Association is an Association made up of 19 Baptist Preschools spanning across 4 islands in the State of Hawaii. We serve approximately 1,000 families and serve as a resource and advocacy group for the 19 Baptist preschools and other Faith-based preschools around the state. We provide Professional Development and sit on committees across the state to advocate for the continued improvement of quality care in Faith-based Preschools in the State of Hawaii.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

HBEEA is happy to provide support for Race to the Top in the form of distributing communication regarding the intent of Race to the Top to its members and willing to assist through feedback and counsel on the state QrIS program standards system.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

Rebecca McGuire, President  
 Hawaii Baptist Early Education Association





## Kia'ika'ike

*"The Knowledge is Guided"*

The Director's Association of the State of Hawaii

September 29, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support of our Kia' I ka'ike Directors Group for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

Kia'I ka 'ike is an organization of professionals who care for children, youth, and their families. Established in 1999, Kia'i ka 'ike provides professional development opportunities for directors and leadership of early care and education programs. Educational opportunities, networking and support, resource collaboration, and advocacy are offered where members share their knowledge and experiences.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

Providing quality education for young children is of the utmost important in today's world. The community needs the Race to the Top – Early Learning Challenge funds. Kia'I ka 'ike supports this application and will contribute to the grant implementation. Our members participate in workgroups and partnerships. We have hosted several meetings informing directors on coordinating their programs with the quality initiatives. We advocate for collaboration and integration of services for positive outcomes for children. Kia I ka ike's goal and purpose is to cultivate diversity and enhance the quality of life for children and families by providing professional development opportunities. A quality workforce is the key to a quality program.



Page 2 of 2

Kia I ka ike supports the grant and look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jayne Arasaki".

Jayne Arasaki

Chairperson

Kia i ka ike Directors Group

**October 6, 2011**

**The Honorable Arne Duncan  
Secretary  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202**

**The Honorable Kathleen Sebelius  
Secretary  
U.S. Department of Health and Human  
Services  
200 Independence Avenue, S.W.  
Washington, D.C. 20201**

**Dear Secretaries Duncan and Sebelius,**

**We would like to congratulate you for your foresight and collaboration in developing the Race to the Top – Early Learning Challenge program and providing states with the opportunity to compete for substantial funding to enhance their early childhood learning and development systems. Hawaii is among the states applying, and we believe that the investment of Early Learning Challenge funds in Hawaii will lead to real and sustainable progress. Hawaii’s diverse cultural traditions place special value on nurturing children, so the people of Hawaii are naturally highly supportive of efforts on behalf of young children. In addition, our new Governor, former Member of Congress Neil Abercrombie, has identified early childhood education as one of the top policy priorities for his administration. As Governor Abercrombie has remarked, “Our values are clear: in Hawaii, we put children first. We have always felt an obligation to future generations and we act on that obligation even when that means sacrificing something today.”**

**The State of Hawaii’s commitment is underlined by the Governor’s recent appointment of Ms. Terry Lock as his Early Childhood Coordinator, a Cabinet-level leadership position within his own office. The Coordinator will advise the Governor about sound early childhood programs and policies, coordinate efforts across departments, and promote public-private partnerships. The goal is to lay the groundwork for the eventual creation of a Hawaii State Department of Early Childhood that will help ensure resources and services are well coordinated and effectively directed towards supporting children, especially those with high needs, to enter kindergarten ready to learn and succeed in life.**

**We are therefore confident that Early Learning Challenge funding for Hawaii will lead to success in addressing the five key areas of reform proposed in the State’s grant application: (1) enhancing the integration and coordination of programs, policies, and services (in part through the establishment of a Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on consistent and demanding statewide program**

standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten).

In closing, we want to reiterate our support for Hawaii's Early Learning Challenge application and hope you will give full and appropriate consideration to Hawaii in this competition. Thank you for your attention to this matter.

Aloha,



DANIEL K. INOUE  
United States Senator



MAZIE K. HIRONO  
Member of Congress



DANIEL K. AKAKA  
United States Senator



COLLEEN HANABUSA  
Member of Congress





OFFICE OF THE LIEUTENANT GOVERNOR  
 STATE OF HAWAII  
 STATE CAPITOL  
 P.O. BOX 3226  
 HONOLULU, HAWAII 96801  
 PHONE: (808) 586-0255  
 FAX: (808) 586-0231

September 20, 2011

The Honorable Arne Duncan, Secretary  
 U.S. Department of Education  
 400 Maryland Ave., S.W.  
 Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
 U.S. Department of Health and Human Services  
 200 Independence Ave. S.W.  
 Washington, D.C. 20201


Dear Secretaries Duncan and Sebelius:

I would like to express strong support for the State of Hawai'i's application for the Race to the Top – Early Learning Challenge program. My office is responsible for leading the Hawai'i Fair Share (FSI) Initiative which is a program focused on securing additional federal and private funds for our state, as a means towards fulfilling our commitments to provide quality services to the people of Hawai'i, reinvest in our workforce, and fuel our financial restoration. Securing funding for the Early Learning Challenge program is exactly the kind of results FSI aims to achieve.

Together with the Governor's office, we are excited about the prospect of obtaining Early Learning Challenge funding that will accelerate our progress in enhancing Hawai'i's early childhood learning and development system to better prepare children, especially those with high needs, to enter kindergarten ready to learn and succeed in life. As described in the application, our efforts will focus on achieving a set of ambitious yet achievable goals for the following key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on consistent and demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the P-20 system).

I urge the U.S. Department of Education and the U.S. Department of Health and Human Services to give Hawai'i's Early Learning Challenge grant submission its highest consideration for funding and implementation.

Sincerely,

  
 Brian Schatz  
 Lieutenant Governor  
 State of Hawai'i





HAWAII STATE LEGISLATURE  
STATE CAPITOL  
HONOLULU, HAWAII 96813

October 3, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Avenue S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius:

This letter is written in strong support of the State of Hawaii's Race to the Top – Early Learning Challenge application for funding to improve the quality and expand the capacity of our early childhood learning and development systems.

As the presiding officers of Hawaii's State Senate and House of Representatives, and chairs of the respective committees, Ways and Means, Finance, Education, Human Services, and Health, we have been integrally involved for many years with debate and legislation addressing early childhood issues. Although Hawaii has made significant progress, we do not yet have statewide systems that reach and support all young children, especially those with high needs, to enter kindergarten ready to learn and succeed in life.

Now that Hawaii is transforming its K-12 education system with support from the Race to the Top program, it is an appropriate time to take a similarly ambitious approach with regard to early childhood learning and development. The high quality State plan presented in Hawaii's Early Learning Challenge application charts a range of activities and strategies to address five key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on consistent and demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connecting all parts of P-20).

Governor Neil Abercrombie has identified early childhood as one of the top policy priorities for his administration, and has underlined his commitment by establishing and filling a Cabinet-level early childhood leadership position within his own office to coordinate efforts across departments and to promote public-private partnerships. We stand ready to do our part by working with early childhood stakeholders to develop and introduce legislation that will ensure success in achieving the ambitious yet achievable goals outlined in Hawaii's application.

The Honorable Arne Duncan  
The Honorable Kathleen Sebelius  
October 3, 2011  
Page 2

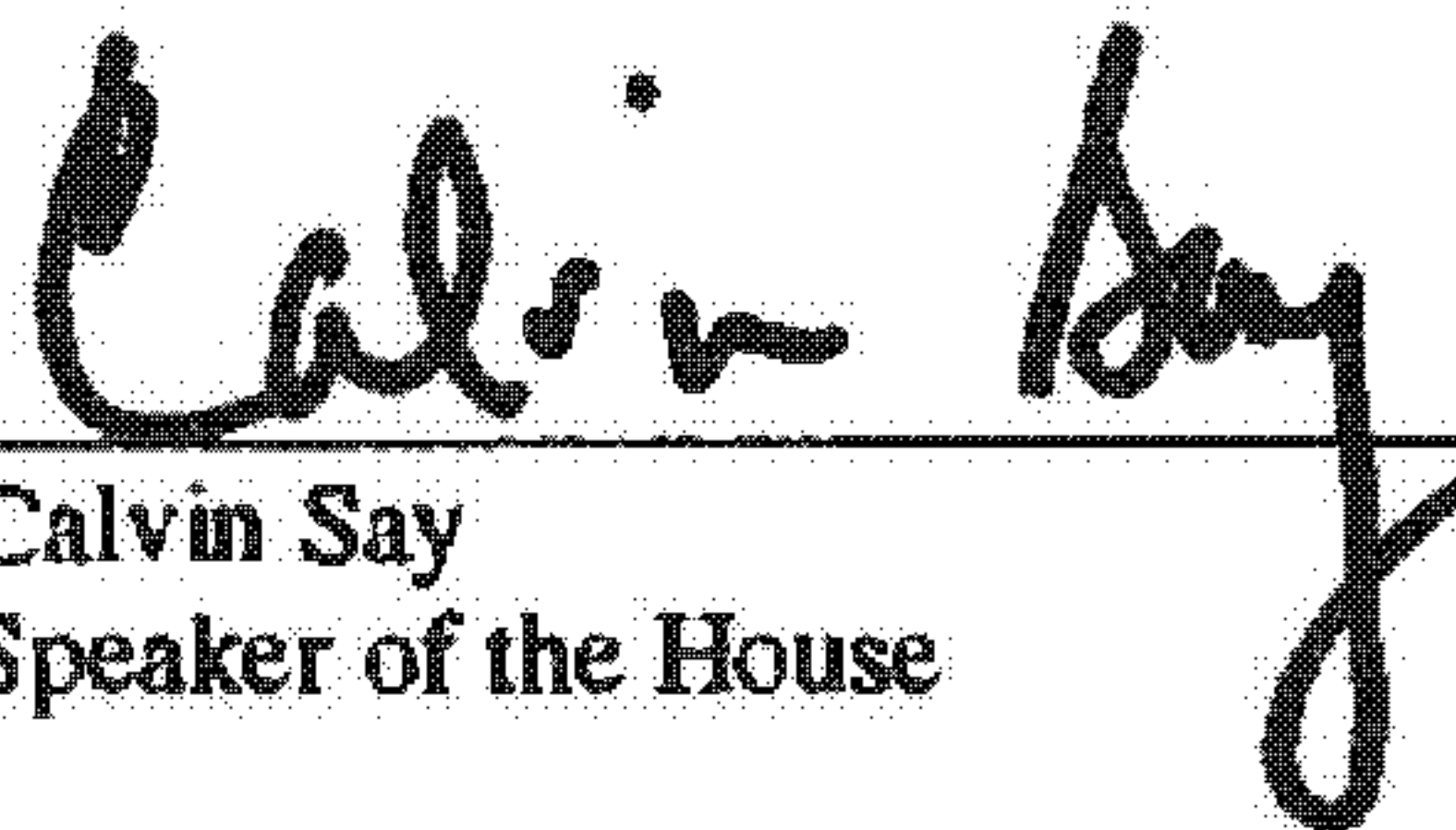
One of Hawaii's advantages is that our people share cultural values that give highest priority to caring for and nurturing our *keiki* (children). We also have one school district (the tenth largest in the nation), which supports economies of scale in rolling out reforms, measuring outcomes and staying responsive to needs. The substantial investment of grant funds in these tight economic times will accelerate the state's efforts on behalf of young children, especially those with high needs, dramatically and efficiently.

We thank you for the opportunity to apply for Early Learning Challenge funding, and urge the U.S. Department of Education to give Hawaii's application its highest consideration for funding and implementation.



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Shan Tsutsui  
President of the Senate



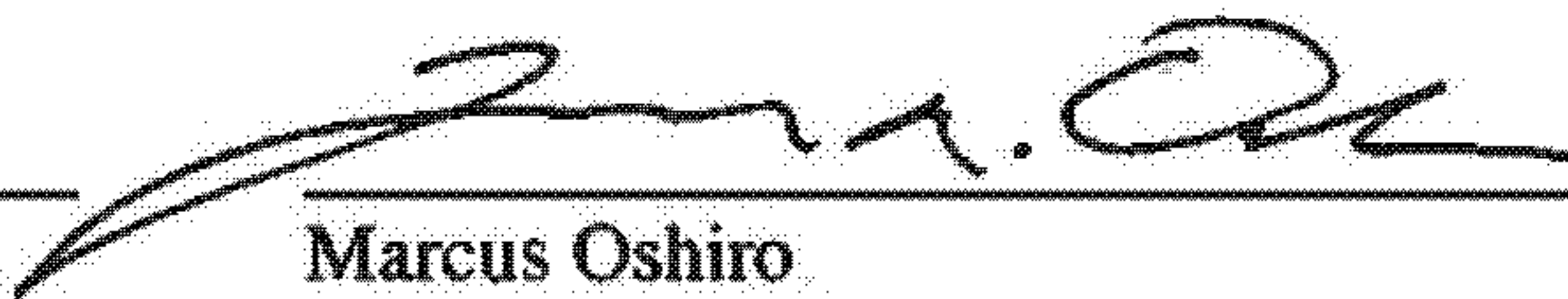
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Calvin Say  
Speaker of the House



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David Ige  
Chair, Senate Ways and Means Committee



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Marcus Oshiro  
Chair, House of Representatives Finance Committee



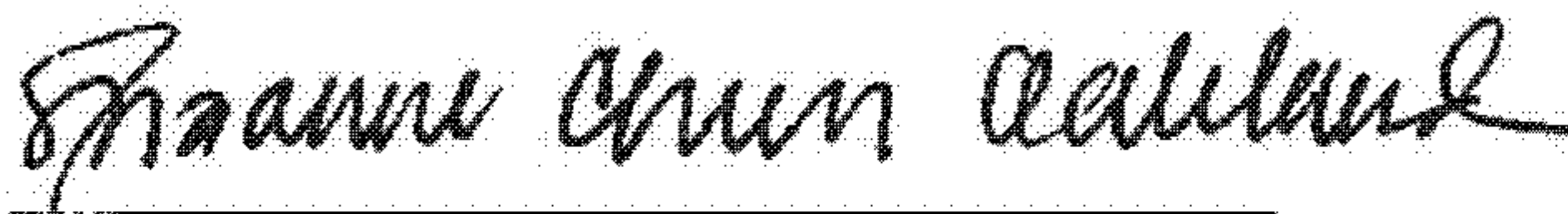
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Jill Tokuda  
Chair, Senate Education Committee



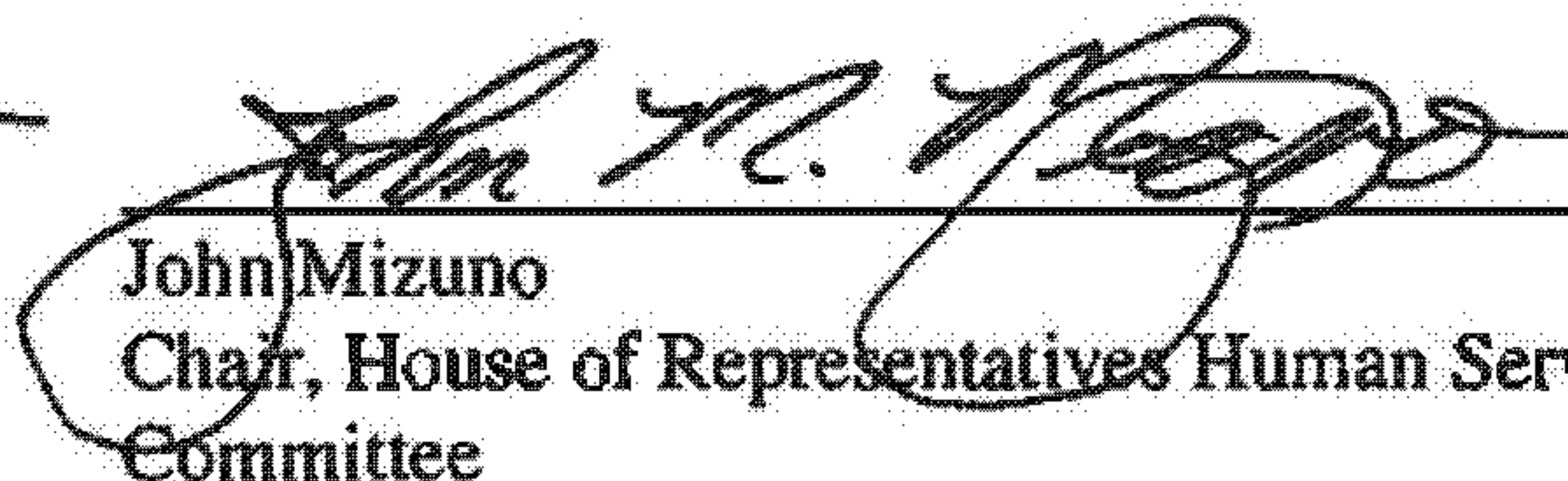
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Roy M. Takumi  
Chair, House of Representatives Education Committee



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Suzanne Chun Oakland  
Chair, Senate Human Services Committee



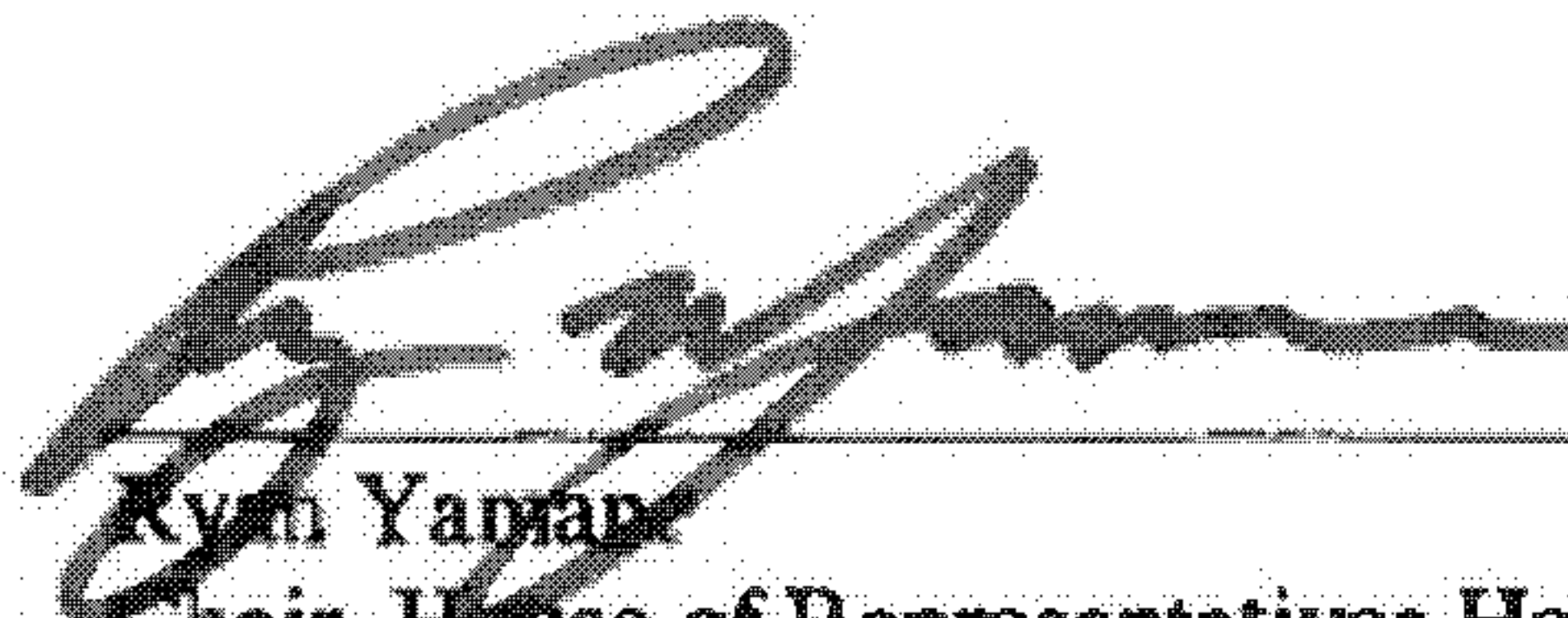
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John Mizuno  
Chair, House of Representatives Human Services Committee



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Josh Green, M.D.  
Chair, Senate Health Committee



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Kym Yamane  
Chair, House of Representatives Health Committee





October 3, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

As Mayors of the four Counties of the State of Hawaii, we wish to declare our strong support for Hawaii's application for Race To The Top – Early Learning Challenge funding from the U.S. Department of Education. We believe that the ambitious goals in this proposal are both feasible and necessary for substantially increasing the proportion of children, especially those with high needs, who enter kindergarten ready to learn and succeed in life. This initiative is in tune with the traditional cultural values shared throughout the Hawaiian Islands that give highest priority to caring for and nurturing our *keiki* (the Hawaiian word for children).

With Early Learning Challenge funding, Hawaii will be able to accelerate its progress in addressing the following key areas of reform for its early childhood learning and development systems: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on consistent and demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected with the state's P-20 system).

Taking the long range view, we see early childhood systemic reform as an essential component of Hawaii's efforts to create a highly educated workforce through lifelong learning. Our shared vision is to build a knowledge-based economy that is true to our values and that generates a living wage for our young people.

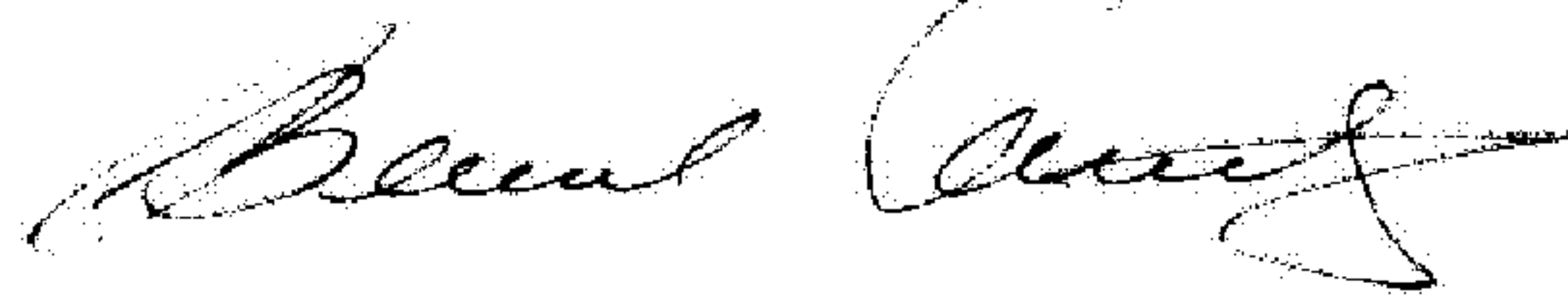
We pledge to do everything in our power to support implementation of the high quality state plan delineated in the application. We harbor no illusion that this will be an easy task. We stand united in our desire to have early childhood learning and development systems that will be the envy of the nation, where excellence is expected of and embraced by all. Hawaii's children deserve nothing less.

Peter Carlisle



Mayor of City and County of Honolulu

Bernard P. Carvalho, Jr.



Mayor of Kauai County

William P. Kenoi

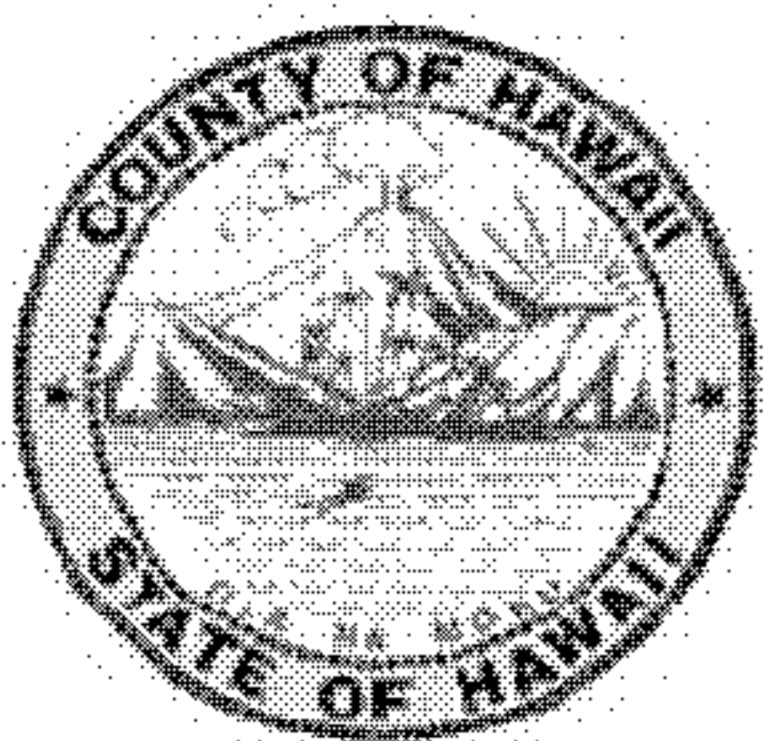


Mayor of Hawaii County

Alan M. Arakawa



Mayor of Maui County



**Mayor Billy Kenoi**  
County of Hawaii  
25 Aupuni Street  
Hilo, Hawaii 96720



**Mayor Peter Carlisle**  
City and County of Honolulu  
530 South King Street  
Honolulu, Hawaii 96813

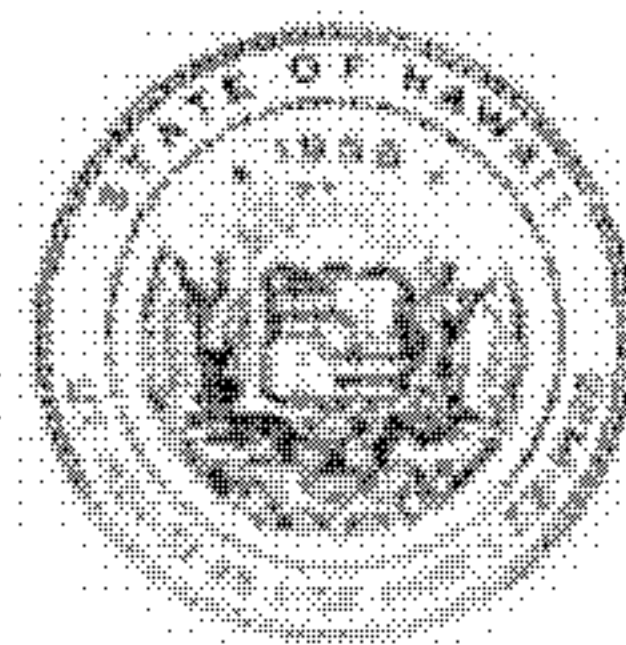


**Mayor Bernard Carvalho, Jr.**  
County of Kauai  
4444 Rice Street  
Lihue, Hawaii 96766



**Mayor Alan Arakawa**  
County of Maui  
200 South High Street, 9<sup>th</sup> Floor  
Wailuku, Hawaii 96793





STATE OF HAWAII  
BOARD OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

September 26, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

**RE: *Early Learning Challenge LETTER OF SUPPORT***

Dear Secretaries Duncan and Sebelius,

On behalf of the Hawaii State Board of Education (Board), please accept our strong support for the State of Hawaii's application for the Race to the Top – Early Learning Challenge program. The Hawaii State Department of Education is a key partner in building a comprehensive early learning and development system in Hawaii. Research continues to prove that children, particularly those with high-needs, who have a quality early learning experience have better outcomes as they enter kindergarten and throughout life.

The Board has worked with Hawaii's Superintendent to strengthen our commitment in supporting partnerships among state agencies to support early childhood programs. In Hawaii, various early learning programs show our strong commitment to a range of high quality programs meeting the varying needs and values of the state's many cultural groups and communities. High quality early learning programs facilitate the increase of young children's kindergarten entry readiness and transition levels.

As described in the application, together our efforts will focus on achieving a set of ambitious yet achievable goals for the following key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system, (3) improving early learning and development outcomes, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress.

I urge the U.S. Department of Education and the U.S. Department of Health and Human Services to give Hawaii's Early Learning Challenge grant submission its highest consideration for funding and implementation.

Sincerely,

A handwritten signature in black ink, appearing to read "Donald G. Horner".

Donald G. Horner





**STATE OF HAWAII  
WORKFORCE DEVELOPMENT COUNCIL**

830 PUNCHBOWL STREET, SUITE 417  
HONOLULU, HAWAII 96813  
[www.hawaii.gov/labor/WDC](http://www.hawaii.gov/labor/WDC)  
Phone: (808) 586-8672 / Fax: (808) 586-8674  
Email: [jhardway@hawaii.gov](mailto:jhardway@hawaii.gov)

September 20, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius

The Hawaii Workforce Development Council (WDC) is in strong support of Hawaii's application to the U.S. Department of Education (USDOE) for the Race to the Top – Early Learning Challenge grant.

The WDC is a private-sector led public agency responsible for advising the Governor on preparing Hawaii's workforce development infrastructure to support economic development and employment opportunities for all. The WDC is also the Statewide Workforce Investment Board for purposes of receiving monies under the federal Workforce Investment Act (WIA) of 1998. The WDC also develops and updates Hawaii's comprehensive five-year strategic workforce investment plans and oversees workforce investment activities in the state.

Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

The WDC strongly encourages the USDOE to consider the Hawaii application as it will not only improve the early childhood educational system in Hawaii, but it will also further the workforce development goals of the State of Hawaii. The WDC is a strong advocate and partner in the Hawaii Department of Education (HIDOE) efforts to design and adopt a *mandatory career and college ready diploma* for all public school students. **Additionally, the WDC is currently collaborating with and providing funding to HIDOE efforts to establish a state longitudinal data system.** Further, the WDC is committed to assisting in the implementation of this grant through assistance in identifying and coordinating additional resources, as well as providing outreach to our stakeholders.

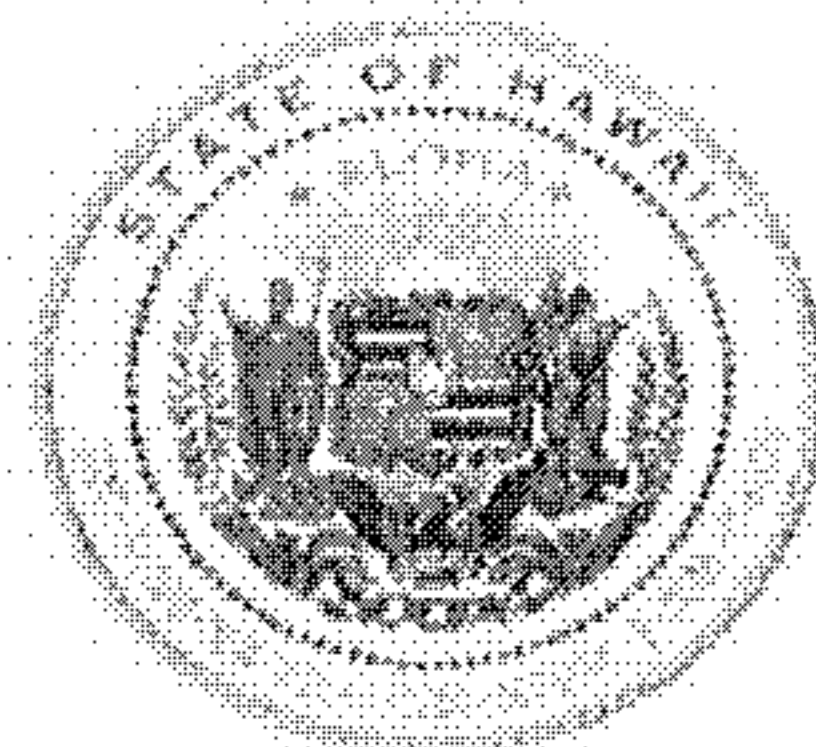
The education of our future workforce, especially in the area of early education, is of paramount importance to the members of the WDC and to all stakeholders in the workforce development system. We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in black ink that reads "James P. Hardway".

JAMES P. HARDWAY  
Executive Director

NEIL ABERCROMBIE  
GOVERNOR



APPENDIX PAGE 43  
DARRYLL D. M. WONG  
MAJOR GENERAL  
ADJUTANT GENERAL

JOSEPH K. KIM  
BRIGADIER GENERAL  
DEPUTY ADJUTANT GENERAL

STATE OF HAWAII  
**DEPARTMENT OF DEFENSE**  
OFFICE OF THE ADJUTANT GENERAL  
3949 DIAMOND HEAD ROAD  
HONOLULU, HAWAII 96816-4495

NGHI-TAG

September 28, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

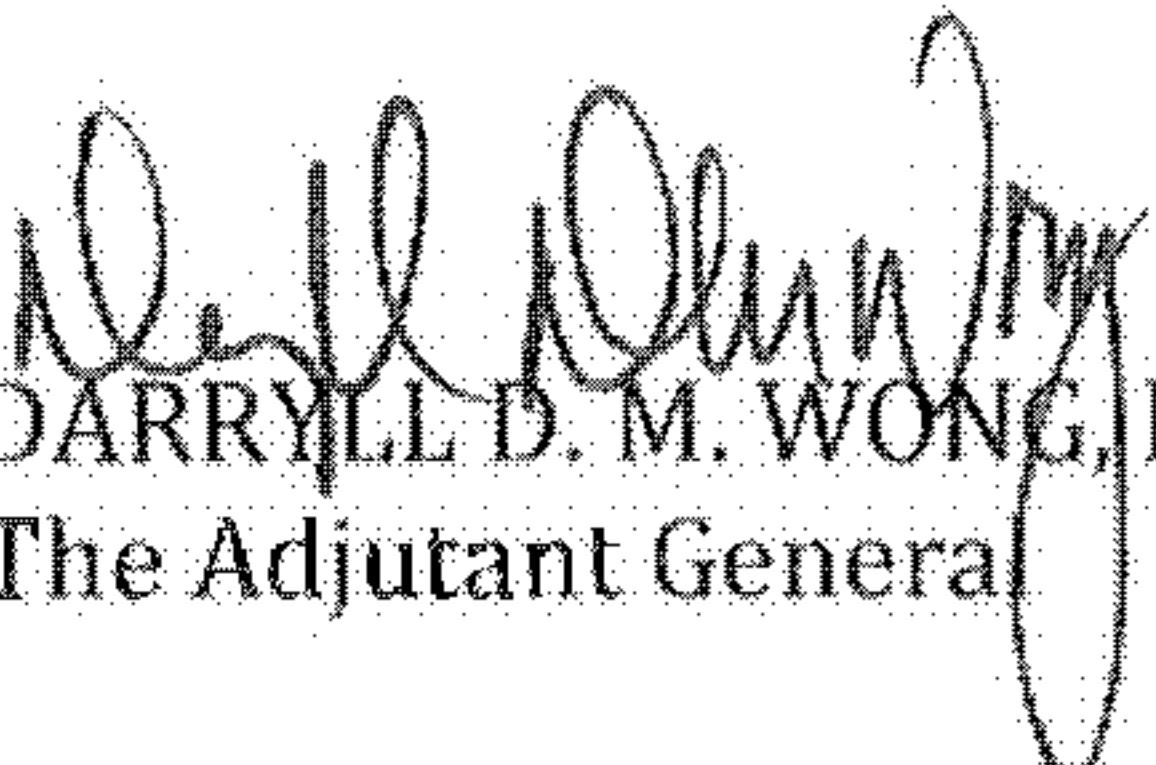
Dear Secretaries Duncan and Sebelius,

The State Department of Defense would like to offer its strongest possible support for the Hawaii's Race to the Top Early Learning Challenge grant. Our men and women serving in uniform care deeply about the quality of education their children receive. Education is one of the top quality of life concerns for recruitment and greatly impacts decisions service members make when moving their families with them on assignment. Across Hawaii, momentum and excitement is building as a new vision for the future of education takes shape.

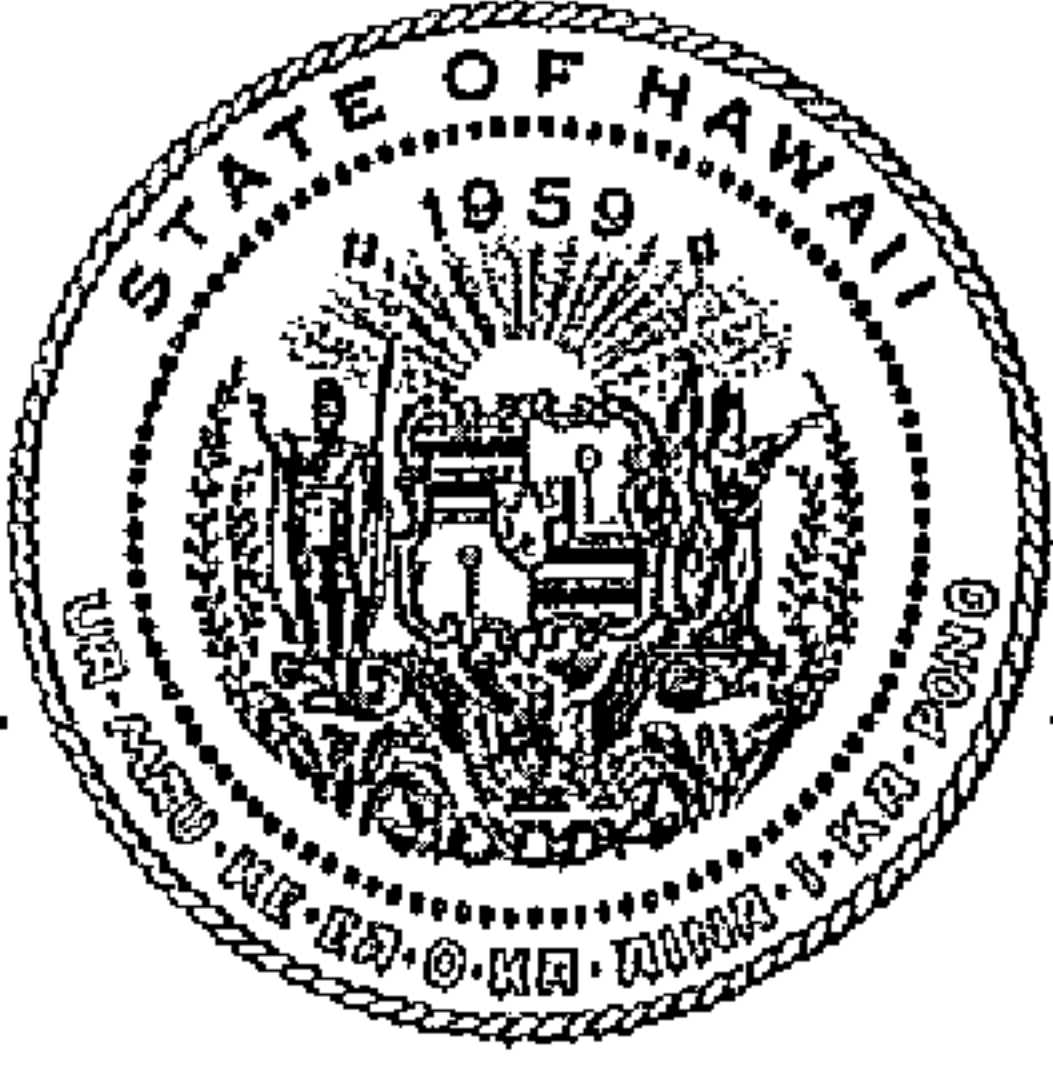
Together with the Governor's office, we are excited about the prospect of obtaining Early Learning Challenge funding that will accelerate our progress in enhancing Hawaii's early childhood learning and development system to better prepare children, especially those with high needs, to enter kindergarten ready to learn and succeed in life. As described in the application, our efforts will focus on achieving a set of ambitious yet achievable goals for the following key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on consistent and demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the P-20 system).

I urge the U.S. Department of Education and the U.S. Department of Health and Human Services to give Hawaii's Early Learning Challenge grant submission its highest consideration for funding and implementation.

Sincerely,

  
DARRYLL D. M. WONG, Maj Gen, HING  
The Adjutant General



NEIL ABERCROMBIE  
GOVERNORRICHARD C. LIM  
DIRECTORMARY ALICE EVANS  
DEPUTY DIRECTOR

## DEPARTMENT OF BUSINESS, ECONOMIC DEVELOPMENT & TOURISM

No. 1 Capitol District Building, 250 South Hotel Street, 5th Floor, Honolulu, Hawaii 96813  
 Mailing Address: P.O. Box 2359, Honolulu, Hawaii 96804  
 Web site: [www.hawaii.gov/dbedt](http://www.hawaii.gov/dbedt)

Telephone: (808) 586-2355  
 Fax: (808) 586-2377

September 21, 2011

The Honorable Arne Duncan, Secretary  
 U.S. Department of Education  
 400 Maryland Avenue, S.W.  
 Washington, D.C. 20202

The Honorable Kathleen Sebelius, Secretary  
 U.S. Department of Health and Human Services  
 200 Independence Avenue, S.W.  
 Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius:

As the Director of Business and Economic Development activities in Hawaii, I would like to add my strong personal endorsement to the application for the Race to the Top – Early Learning Challenge program. The relevance of this program to business and economic development is both intuitive and quantifiable.

Early care and education (ECE) that provides high quality learning experiences for Hawaii's children, will inevitably lead to better prospects for our economic future. By our estimates, the ECE industry is similar in size to the number of all building and construction employment in the state, exceeding real estate, crop production and computer system design.

Further, we project a high return on investment for early education. In Hawaii, for every \$1 invested in high quality early childhood learning, we can expect nearly \$4.20 in return by developing a well-prepared citizen and minimizing the need for state and federal social benefits. At the same time, the ECE industry enables parents to work and to take advantage of educational opportunities, which further their careers.

Surveys of our local business community consistently highlight the need for a better qualified and trained workforce, suited to our unique hiring needs. I am especially excited about the prospect of obtaining Early Learning Challenge funding that will prepare our children to be more successful in school and, subsequently, more successful in their chosen careers.

At the Department Business, Economic Development & Tourism, we are constantly looking for ways to build firm foundations for our economic future. There is no better way to do this than to invest in our children through an enhanced educational system. Therefore, I urge the U.S. Department of Education and the U.S. Department of Health and Human Services to give Hawaii's Early Learning Challenge grant submission its highest consideration for funding and implementation.

Sincerely,

Richard C. Lim



**NEIL ABERCROMBIE**  
GOVERNOR



**PATRICIA McMANAMAN**  
DIRECTOR

**PANKAJ BHANOT**  
DEPUTY DIRECTOR

STATE OF HAWAII  
**Governor's Coordinator**  
**On Homelessness**  
820 Mililani Street, Suite 606  
Honolulu, Hawaii 96813

21 September 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

As the Governor's Coordinator on Homelessness in Hawaii, I would like to express strong support for the State of Hawaii's application for the Race to the Top – Early Learning Challenge program. This collaborative opportunity, which is to target children with high-needs, supports one of many approaches we are engaging to end the cycle of homelessness.

According to our 2010 Homeless Service Utilization Report, 18% of all households in the State of Hawaii accessed homeless services during the period of July 1, 2009 to June 30, 2010. Almost 3,000 children experienced homelessness with their families during this same period. We know from our experience here that special attention to children who experience homelessness in their early years helps to make them successful in school and breaks the cycle of homelessness and poverty.

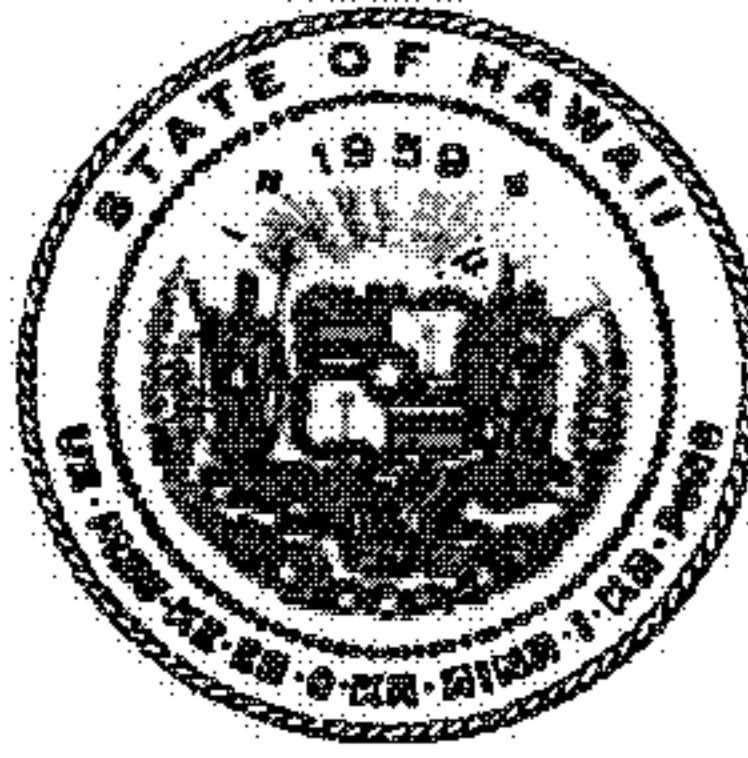
Establishing integrated services for early childhood that meets the needs of the whole child, including both health and education, will enable our progress in enhancing Hawaii's early childhood learning and development system. Collectively we can then better prepare children, especially those with high needs, to enter kindergarten ready to learn and succeed in life. As described in the application, our efforts will focus on achieving a set of ambitious yet achievable goals for the following key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on consistent and demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the P-20 system).

I urge the U.S. Department of Education and the U.S. Department of Health and Human Services to give Hawaii's Early Learning Challenge grant submission its highest consideration for funding and implementation.

Sincerely,

Marc Alexander

NEIL ABERCROMBIE  
GOVERNOR



StLib-12-062  
RICHARD BURNS  
STATE LIBRARIAN

STATE OF HAWAII  
HAWAII STATE PUBLIC LIBRARY SYSTEM  
OFFICE OF THE STATE LIBRARIAN  
44 MERCHANT STREET  
HONOLULU, HAWAII 96813

September 30, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

I am writing to express the strong support of our Hawaii State Public Library System for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

The Hawaii State Public Library System (HSPLS) is a statewide system of 50 public libraries located on six major islands. These 50 public libraries include 12 facilities on Hawaii, 6 on Kauai, 1 on Lanai, 6 on Maui, 1 on Molokai and 24 on Oahu. Twelve (12) of these libraries are combination public and school (P/S) libraries serving both school and general public populations.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

HSPLS has long been committed to providing professional library services for children, and this is demonstrated by the Professional Librarians dedicated to Children's Services in 29 of our libraries to provide services for our P-20 patrons. These librarians have earned Master of Library Science Degrees, and specialize in developing appropriate fiction, nonfiction and electronic collections for Hawaii's youth, as well as developing and presenting programs for this age group.

HSPLS' most popular and beloved program is our Summer Reading Program (SRP). Objective studies have repeatedly and consistently shown that children who participate in Summer Reading Programs strengthen their reading skills, they perform better both in the classroom and on standardized tests when they return to school, and that this improved performance continues throughout the school year.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in cursive script that reads "Richard Burns". The signature is written in dark ink and is positioned above the printed name and title.

Richard Burns  
State Librarian



**Aloha United Way**

200 N. Vineyard Blvd., Suite 700  
 Honolulu, Hawaii 96817-3938  
 Telephone (808) 536-1951  
 Fax (808) 543-2222  
 auw.org



**Aloha United Way**

September 21, 2011

The Honorable Neil Abercrombie  
 Governor, State of Hawaii  
 Executive Chambers, State Capitol  
 Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support of Aloha United Way for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

Aloha United Way has over 90 years experience as a fundraiser and funder of almost 300 nonprofit agencies working to improve our quality of life in Hawaii. Our annual fundraising campaign provides a convenient, efficient way for members of our community to donate. Furthermore, our donor-friendly system allows donors to direct their gift to individual agencies; to our impact system which focuses funding on key community problems; or, to Aloha United Way's community care fund which is invested by community volunteers to create the greatest impact on our quality of life.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

Aloha United Way is, and will be, a key partner in creating the comprehensive early childhood system envisioned in our Early Learning Challenge application. Early Childhood Development is one of our five impact areas and we are committed to helping all of the children in Hawaii be ready to learn when they start kindergarten.

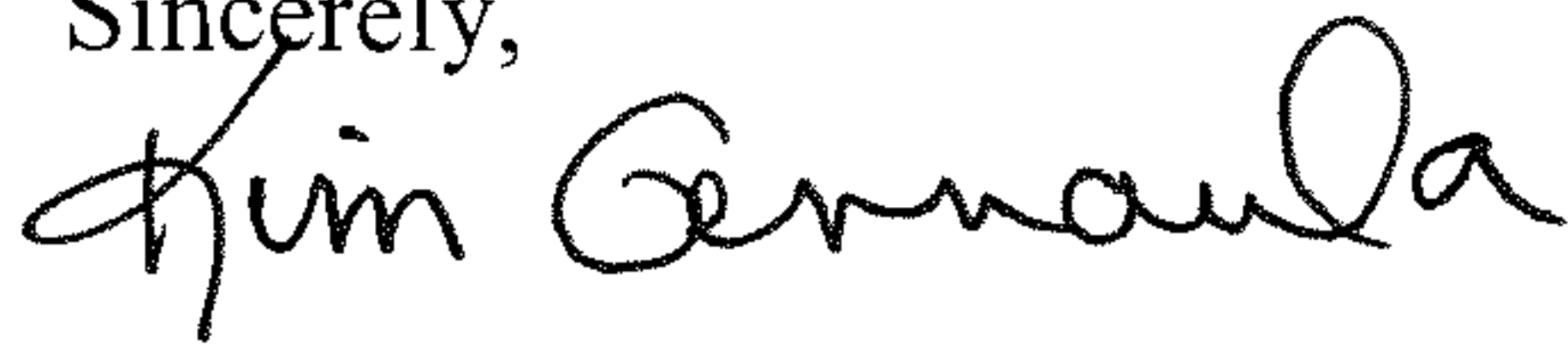
To ensure that our work compliments the efforts of all of the organizations involved in early childhood work, we participate in several workgroups to coordinate our support. For example, we are active participants with Good Beginnings Alliance, The Keiki Funders Network and the

Keiki Caucus of the Legislature.

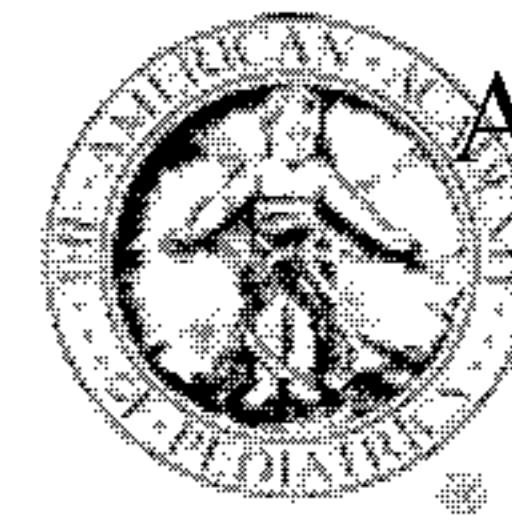
We also provide significant funding to the early childhood effort - just under \$2 Million in the past three years. Our funding has specifically targeted early screening for hearing, vision and social emotional issues and early literacy programs. All of our funded programs include a parenting skills improvement component and all are currently directed at low-income, high needs areas on Oahu. Finally, all of our early childhood programs are delivered by collaborations of several agencies working in partnership to ensure we provide the desired service in the most effective and efficient way possible.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in black ink that reads "Kim Gennaula". The signature is written in a cursive, flowing style.

Kim Gennaula  
President and CPO



---

Hawaii Chapter

**AAP - Hawaii Chapter**

5414 Kirkwood Place  
Honolulu, HI 96821

**Hawaii Chapter Board**

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**Chapter Web site**

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Fax: 847/434-8000  
E-mail: kidsdocs@aap.org  
www.aap.org

September 16, 2011

Ms. Terry Lock  
State Early Child Coordinator  
Hawaii  
State Capitol, Room 417  
Honolulu, HI 96813

RE: Race to the Top – Early Learning Challenge Collaborative

Dear Ms. Lock:

AAP-Hawaii Chapter is in support of Hawaii's proposal for Race to the Top.

We have been active in the early childhood community, providing expertise and guidance in health and safety issues for many years. Our Chapter has promoted the concept and components of medical home since its inception over 35 years ago.

We look forward to continued collaboration with all of the proposal partners to strengthen Hawaii's Early Childhood Comprehensive System of Care.

Sincerely,

A handwritten signature in black ink that reads "K. Nakamura" with a horizontal line extending to the right.

Kenneth T. Nakamura, MD, FAAP



656 Paikau Street  
Honolulu, Hawaii 96816-4406  
Tel: (808) 737-4770  
Fax: (808) 520-2376  
E-mail - calvia@aol.net

**The Honorable Arne Duncan, Secretary**  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

**The Honorable Kathleen Sebelius, Secretary**  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

As pediatrician and health care advocate with more than 50 years of experience locally, nationally and internationally, I would like to express strong support for the State of Hawaii's application for the Race to the Top – Early Learning Challenge program.

Establishing an integrated system of services for early childhood that meets the needs of the whole child, including both health and education will enable our progress in enhancing Hawaii's early childhood learning and development system. Together we can better prepare children, especially those with high needs, to enter kindergarten ready to learn and succeed in life. As described in the application, our efforts will focus on achieving a set of ambitious yet achievable goals for the following key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on consistent and demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the P-20 system).

I urge the U.S. Department of Education and the U.S. Department of Health and Human Services to give Hawaii's Early Learning Challenge grant submission its highest consideration for funding and implementation.

Sincerely,

  
Calvin C.J. Sia, MD FAAP



## CATHOLIC CHARITIES HAWAII

September 27, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support of Catholic Charities Hawaii for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

Catholic Charities Hawaii is one of the largest nonprofit social services agencies in Hawaii. We collaborate with the state and other charitable agencies throughout Hawaii to provide assistance and outreach to those in need, regardless of their faith. Through our wide range of unique programs and services, we provide a hand up to tens of thousands of individuals and families annually, statewide.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

Through our work with children and families in great need who have either limited or no access to early childhood programs, we have witnessed the lasting negative impact on the children's development and potential for future success. Consequently, we strongly believe that addressing this area of education is critical and we wholeheartedly support Hawaii's Early Learning Challenge application. In demonstration of our support, we would make space available for training and work with the Department of Early Childhood to reach children who are in our transitional shelter. We would further support this program through our own outreach efforts with clients who would need this service.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

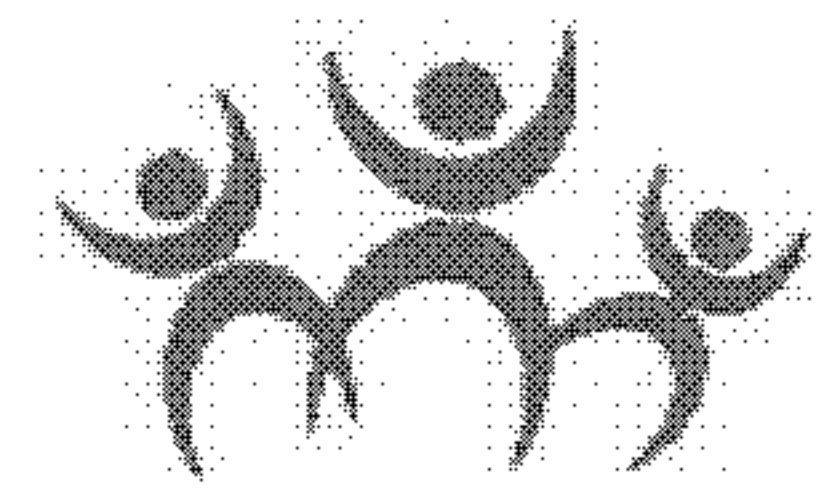
Sincerely,

Jerry Rauckhorst  
President & CEO





91-1841 Fort Weaver Road  
Ewa Beach, Hawaii 96706  
Phone: 808.681.3500  
Fax: 808.681.5280  
Email: cfs@cfs-hawaii.org  
www.childandfamily.service.org



**Child & Family**  
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September 28, 2011

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Hawaii Island United Way

Mauui United Way

Kauai United Way



Aloha United Way

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support of **Child & Family Service (CFS)** for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

CFS has a mission of **strengthening families and fostering the healthy development of children.** We serve the entire lifecycle from infants to elderly. Founded in 1899, CFS is Hawaii's oldest and most comprehensive human services organization with programs and services on every island. We touch the lives of over 40,000 of Hawaii's residents each year and directly serve 14,000. We provide an array of early childhood and child welfare services such as Head Start, Healthy Start, Enhanced Healthy Start, Child Sexual Abuse Treatment, Family Strengthening Services, and also run an alternative high school for troubled youth. I also serve on the Steering Committee of One Voice for Hawaii's Children, an advocacy organization under Good Beginnings Alliance that is supporting the development of a strong and comprehensive early childhood system of care from birth through age 5 that includes home visitation to prevent child abuse, early intervention, and pre-school programs.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

*We stand ready to contribute to the implementation of this grant, if awarded. For CFS this fits our mission perfectly since children who have the right start and enter school safe, healthy, and ready to learn all "foster the healthy development of children." We are already collaborating with multiple organizations in the early childhood arena and are pleased that the Governor has made Early Childhood a top priority in his administration. We also support the creation of a Department of Early Childhood to ensure effective coordination at the State level for all services to young children. Hawaii has been a leader in the past in Healthy Start and other early childhood initiatives and we hope Hawaii will renew its strong leadership nationally in the area of early childhood. This grant would enable us to take even more steps to strengthen our overall early childhood system of care, so we are in strong support. I am also active in legislative advocacy and will continue to work for improvements in early childhood services in our*

*Our Mission: Strengthening Families and Fostering the Healthy Development of Children*

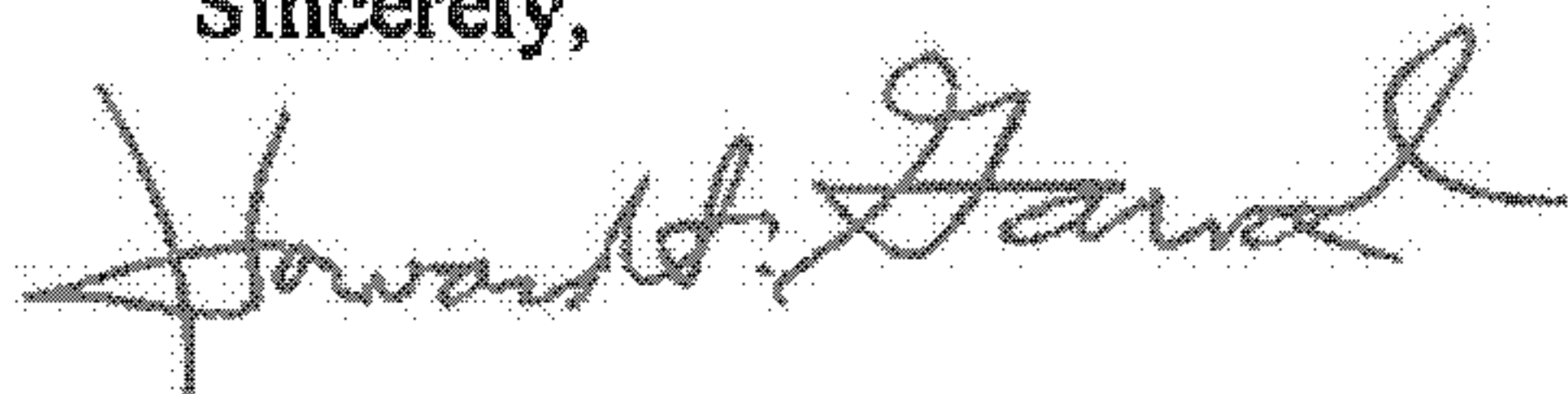


Governor Abercrombie  
September 28, 2011  
Page 2

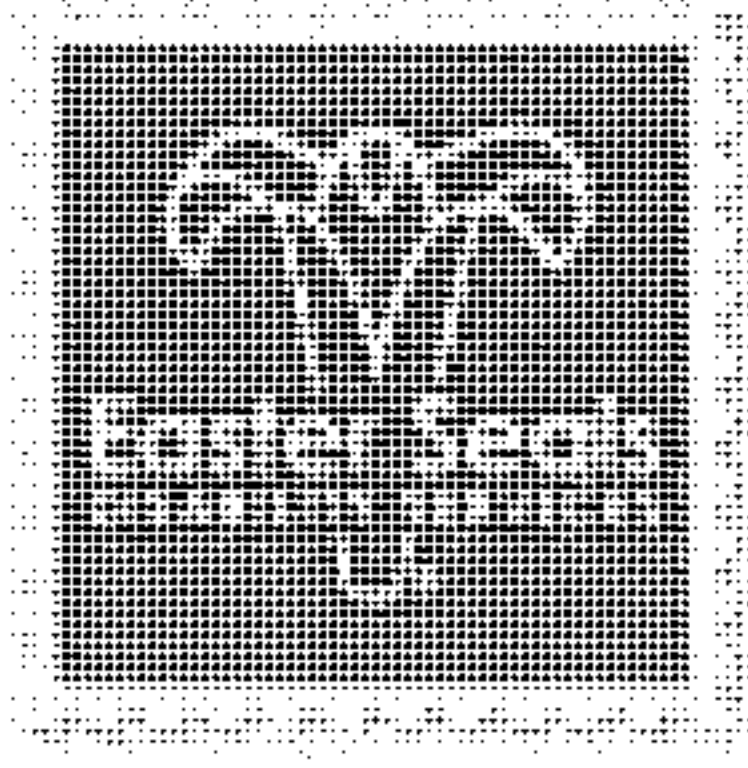
*state. With this grant, Hawaii will be able to build on the momentum that this new administration has created for our young children and their families.*

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in cursive script that reads "Howard S. Garval". The signature is written in dark ink and is positioned above the printed name and title.

Howard S. Garval, MSW  
President & CEO



Creating solutions, changing lives

**Easter Seals Hawaii**

**Administrative Offices**  
710 Green Street  
Honolulu, Hawaii 96813  
Phone: 808.536.1015  
Toll Free: 888.241.7450  
Fax: 808.536.3765  
[www.eastersealshawaii.org](http://www.eastersealshawaii.org)

October 5, 2011

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The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support of *Easter Seals Hawaii* for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

Easter Seals Hawai'i (ESH) was founded in Honolulu in 1946 by a group of parents and business and community leaders who believed in the value of a grass roots organization committed to helping people with developmental disabilities. We are an affiliate of Easter Seals, Inc., which is headquartered in Chicago, Illinois. The mission of ESH is to provide exceptional services to ensure that all people with disabilities or special needs and their families have equal opportunities to live, learn, work and play in their communities.

Sixty-four years, ESH provides programs and services to Hawaii's infants, children, youth and adults with disabilities and special needs and their families. ESH manages 24 different programs statewide, serving more than 4,000 individuals living with a broad range of disabilities, developmental delays or special needs. ESH is unique in that it provides services to people of all ages living with diverse developmental disabilities, delays or special needs. This includes, but is not limited to, individuals with autism spectrum disorder, muscular dystrophy, cerebral palsy, spina bifida, speech and development delays, Down syndrome and sensory impairments.

ESH is the State's largest provider of Early Intervention (EI) programs and services for children (birth to three years of age) with developmental disabilities, delays and special needs. As one of the state's largest providers of services for adults with developmental disabilities in every county, ESH is also the only provider with formal social/recreational programs for youth with special needs. Nearly half of ESH's 450 employees reside and work on the neighbor islands; a clear reflection of our commitment to serving communities across the state.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes,

October 5, 2011  
The Honorable Neil Abercrombie  
Page 2

with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

Easter Seals Hawaii is happy to collaborate with the State to assist in any way we can. Please feel free to contact us to see what resources we might be able to contribute.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,



Majken Mechling, President and CEO  
Easter Seals Hawaii





September 26, 2011

The Honorable Neil Abercrombie  
 Governor, State of Hawaii  
 Executive Chambers, State Capitol  
 Honolulu, Hawaii 96813

Dear Governor Abercrombie:

On behalf of the Girl Scout of Hawai'i (GSH), we strongly support Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

GSH is a statewide, community based organization whose mission is to build “girls of courage, confidence, and character, who make the world a better place.” We are part of the nation's premier leadership development program for girls. Locally, throughout the school year, we work with 3,000 girls to develop their leadership capacities and skills. As part of a nation-wide effort to transform the Girl Scout Movement, in 2008, our national organization, Girl Scouts of the USA (GSUSA) developed new curricula that grounds girls in Girl Scouts' enduring values in ways that are relevant to today's girls. The curricula were developed by education and youth development specialists and based upon both education theory and brain research. In fact, GSUSA's most recent curriculum, It's Your Story, Tell It! was conferred the 2011 Association of Educational Publishers (AEP) Distinguished Achievement Award in Curriculum.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

Although our primary customers are girls in kindergarten through twelfth grades, we greatly appreciate the research that shows 85% of a child's brain development takes place before age five. This and other findings make it essential for Hawai'i to realize its five critical areas of reform. In support of this effort, GSH plans to collaborate with other organizations to launch a public campaign that speaks to the importance of every family having access to quality early childhood education. Raising awareness and understanding of this important matter will help create the political will needed to bring about the necessary reforms.

We look forward to working collaboratively with others in the State to improve the quality and accessibility of Hawaii's early learning and development systems. We do so in the belief that all children, especially those with the greatest needs, should enter kindergarten ready to learn so they can succeed in school and in life.

Sincerely,

Gail Mukaihata Hannemann  
 Chief Executive Officer

Girl Scouts of Hawai'i  
 410 Atkinson Drive  
 Suite 2E1, Box 3  
 Honolulu, HI 96814  
 808-595-8400  
 girlscouts-hawaii.org

## Board of Directors

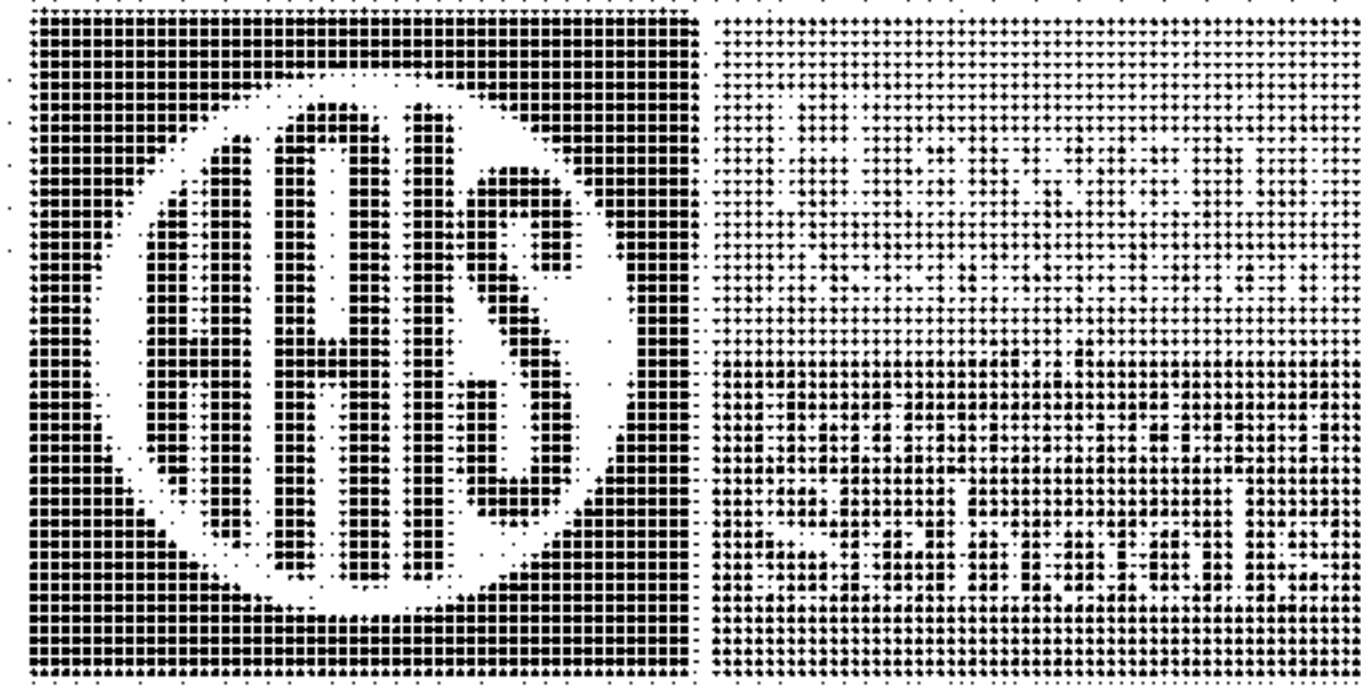
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*PROMOTING CHOICE AND PRESERVING INDEPENDENCE SINCE 1970*

October 3, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

As Executive Director of the Hawaii Association of Independent Schools (HAIS), I would like to express strong support for the State of Hawaii's application for the Race to the Top – Early Learning Challenge program.

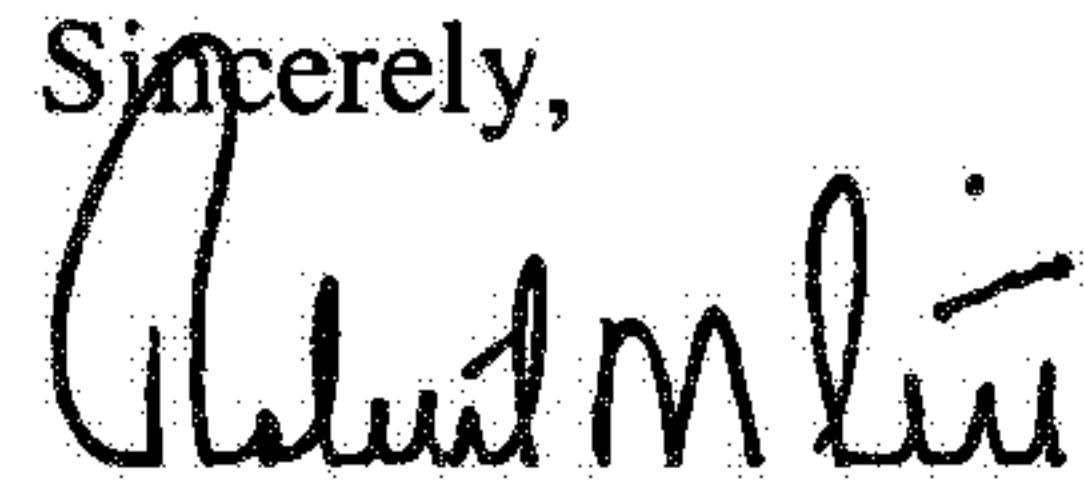
HAIS is an organization of private and independent not-for-profit schools, that advocates on behalf of independent education in Hawaii. HAIS provides services that strengthens our individual schools and supports their efforts in achieving educational quality and excellence for students. HAIS believes that children are best served by a continuum of quality educational experiences from early childhood through higher education, as reflected in our membership.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

Research has been clear for many years, that high quality early care and education experiences leads to better academic achievement and life long learning for children. HAIS is represented on the Early Learning Council and now the State Advisory Council and believes a coordinated system, as proposed in this application is a critical step in developing these experiences for children in Hawai'i.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

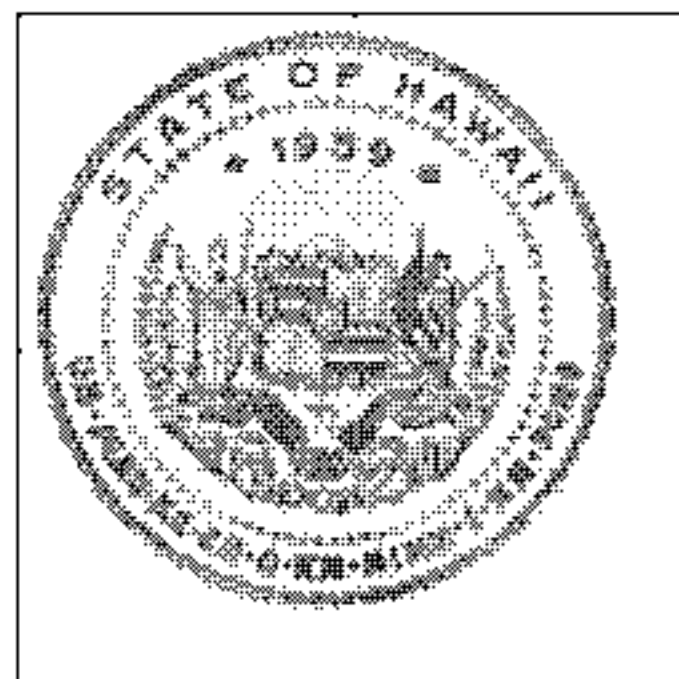
Sincerely,

A handwritten signature in black ink, appearing to read "Robert Witt". The signature is written in a cursive style with a prominent initial "R".

Robert Witt  
Executive Director

cc: Robert Peters, Head of School, Hanahauoli School, Chair of the Early Learning Council and State Advisory Council.



**State of Hawaii****Charter School Review Panel**

73-4460 Queen Ka'ahumanu Hwy. #128

Kailua-Kona, Hawaii 96740

Tel: 808-721-8615 Email: csrp.hi@gmail.com

September 25, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support of the Charter School Review Panel (CSRP) for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

Hawaii's 32 charter schools provide a public alternative to those schools run by the Department of Education. These schools are varied in focus, but share a common commitment to providing their students with an excellent education. Many share an interest in Hawaiian language/focused studies. Among its many responsibilities, the CSRP reviews and makes decisions on applications for new charter schools and evaluates school performance and monitors their compliance with applicable laws, rules and regulations.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

The members of the CSRP are well aware of the critical importance of a child's early years in its intellectual and personal development. We are also disturbed by the fact that many of Hawaii's families, particularly those in remote and low-income communities, lack the resources for and access to high quality early learning opportunities for their keiki. We believe that the RTTT- Early Learning Challenge grant will greatly help Hawaii to ensure that all our children, especially those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in cursive script, appearing to read "Carl Takamura".

Carl Takamura  
Chair



The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

I am writing to express the strong support of our the Hawaii Charter Schools Network for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

Our mission is to advance high quality education in Hawaii by supporting, and advocating for, Hawaii's public charter schools. We represent all of our 31 public charter schools as well serve as the hub for Charter Support Organizations.

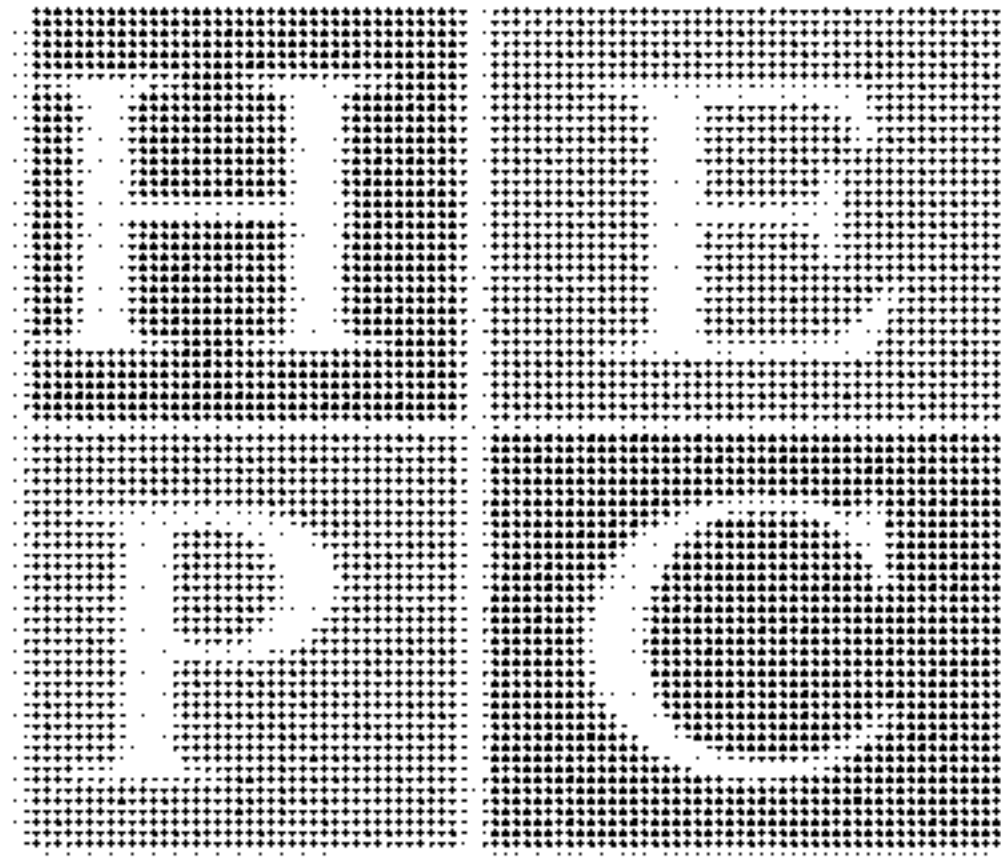
We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in black ink, appearing to read "Lynn Finnegan", written over a horizontal line.

Lynn Finnegan  
Executive Director



HAWAI'I EDUCATIONAL POLICY CENTER  
*Informing the Education Community*

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September 28, 2011

The Honorable Neil Abercrombie  
 Governor, State of Hawaii  
 Executive Chambers, State Capitol  
 Honolulu, HI 96813

Subject: Letter of Support for Hawai'i Application for U.S. Department of Education's Race to the Top Early Learning Challenge Grant program (CFDA: 81.112)

Dear Governor Abercrombie:

As Director of the Hawai'i Educational Policy Center (HEPC), I am pleased to provide this letter of support for the Hawai'i application for the U.S. Department of Education's Race to the Top Early Learning Challenge grant program.

HEPC is an independent policy research organization that provides timely, concise, relevant, and objective policy briefs, reports, articles, studies, forums, and workshops that reflect the needs and requests of Hawaii policy makers. HEPC strives to become a trusted partner with policy makers in efforts to understand, nurture, improve, and adopt the best and most appropriate policies for our life-long learners in Hawaii.

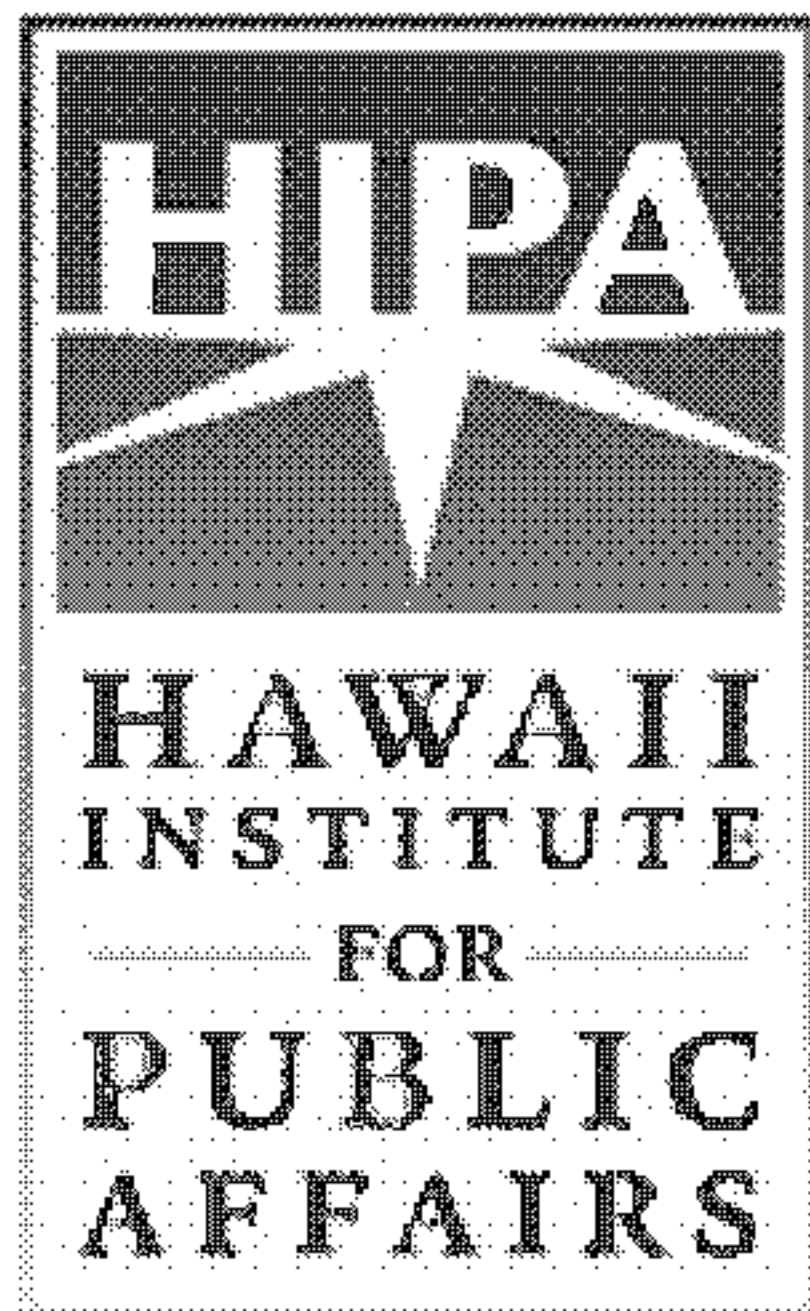
Over the years HEPC staff have conducted studies including early childhood education and readiness for Kindergarten, developed instruments to measure child readiness for school and school readiness for your children, longitudinal studies of student performance in elementary programs, teacher professional preparation, induction, mentoring and retention, workforce development, and so on. HEPC is currently conducting a longitudinal study in partnership with the Hawai'i Department of Education on the statewide junior kindergarten program.

HEPC was asked by the Legislature to facilitate the first statewide task force on early childhood education in 2005, which resulted in recommendations submitted in fall 2006. Since that time HEPC has been consistently supportive of the Hawai'i initiatives, including the Early Learning Council and their plans for systemic support for early childhood education. We know first hand the policy issues being discussed that must be addressed. The policy change recommendations stated and implied within the RTTT-ELC application are sound and represent needed changes in Hawai'i. Most, if not all, are supported from data available to HEPC. We confirm the long-standing need for these change efforts and commit HEPC resources to supporting the application. Specifically, we have the opportunity to document the change process, the implementation of policy decisions, and the impact of those decisions. HEPC stands ready to conduct such policy studies as State policy makers move forward in improving education in Hawai'i.

Sincerely,

  
 Donald B. Young, Director





1003 Bishop Street • Suite 765 • Honolulu, HI 96813  
 Phone: (808) 585-7931 • Fax: 585-7932 • www.hipaonline.com

September 29, 2011

The Honorable Neil Abercrombie  
 Governor, State of Hawaii  
 Executive Chambers, State Capitol  
 Honolulu, Hawaii 96813

Dear Governor Abercrombie:

The Hawaii Institute for Public Affairs (HIPA) is adding our support to Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

HIPA is a nonprofit, nonpartisan and independent research and educational organization whose mission is to provide research, analysis and recommendations on public policy issues facing Hawaii, and to provide opportunities for individuals to develop as productive leaders and citizens in society. We are an organization that facilitates social and economic progress that benefits the people of Hawaii.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

HIPA believes that it is important public policy to support early childhood learning. In order to have a dynamic economy with well-trained and caring residents, we need to start educating children at a very young age. HIPA will support Hawaii's Early Learning Challenge through community engagement with others in the community, as well as providing policy review and analysis of recommendations which impact early learning.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children,

including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in black ink, appearing to read "William M. Kaneko". The signature is fluid and cursive, with a large initial "W" and a long, sweeping tail.

WILLIAM M. KANEKO  
President & CEO

**HPCA**

HAWAII PRIMARY CARE ASSOCIATION

**October 8, 2011**

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

I am writing to express the strong support of Hawaii Primary Care Association (HPCA) for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

The HPCA is a non-profit organization dedicated to fostering primary health care—basic medical, dental and behavioral health and health education services for all Hawaii residents. Our 14 statewide members are community health centers who focus on primary care for some of Hawaii's most vulnerable populations, including low-income families, Native Hawaiians, immigrants, homeless individuals, and people without health insurance.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

The HPCA's community health centers serve populations that primarily include those with high needs, such as those who are homeless and high-risk. We understand that there is a health component to this application that will address the health needs of our youngest patients, which will then enable them to improve their early learning and development. The HPCA and its members are committed to collaborate and support the state and its partners in implementing this grant.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

Kathy Suzuki-Kitagawa  
Interim Chief Executive Officer





841 Bishop St., Suite 301  
Honolulu, Hawaii 96813

Telephone: 808-926-1530  
Contact@HEECoalition.org

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

I am writing to express the strong support of Hui for Excellence in Education (HE'E) for Hawaii's application to the U.S. Department of Education for the Race to the Top – Early Learning Challenge (RTTT-ELC) grant.

HE'E is a statewide coalition of diverse stakeholders working collaboratively to identify opportunities to improve public education in Hawaii. Founded in February 2011 to strengthen family and community engagement in our public education system and to serve as a public resource and forum for educational policy, we currently have over 25 organizations (see attached list) as members, which include parent groups, research groups, members of the Department of Education, unions, and a diverse group of family-focused community organizations.

We understand that Hawaii's RTTT-ELC application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

HE'E is committed to support the state in these initiatives. Family and community engagement is a necessary pillar for all education reform, and HE'E can assist in 3 key areas: (1) Partner with the State to share information with our membership and the broader community; (2) Convene workshops and forums with our organizations and others to discuss each of the critical areas of reform; and (3) Advocate for early learning initiatives to help achieve the grant's goals.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

*Cheri Nakamura*  
Cheri Nakamura  
HE'E Coalition Director



### **HE'E Coalition Voting Members (\*) and Participants**

\*Academy 21

DOE Office of Curriculum, Instruction and Support

DOE Parent Community Networking Center

\*DOE Windward District

\*Faith Action for Community Equity

Fresh Leadership LLC

\*Good Beginnings Alliance

Harold K.L. Castle Foundation

Hawai'i Athletic League of Scholars

Hawai'i Charter Schools Network

\*Hawai'i Education Matters

\*Hawai'i Nutrition and Physical Activity Coalition

Hawaii State Teachers Association

Hawai'i P-20

\*INPEACE

Joint Venture Education Forum

Kamehameha Schools

\*Kanu Hawai'i

\*Leaders for the Next Generation

McREL's Pacific Center for Changing the Odds

\*Our Public School

\*Pacific Resources for Education and Learning

\*Parents and Children Together

\*Parents for Public Schools Hawai'i

Punahou School PUEO Program

The Learning Coalition

UH College of Education

United States Army

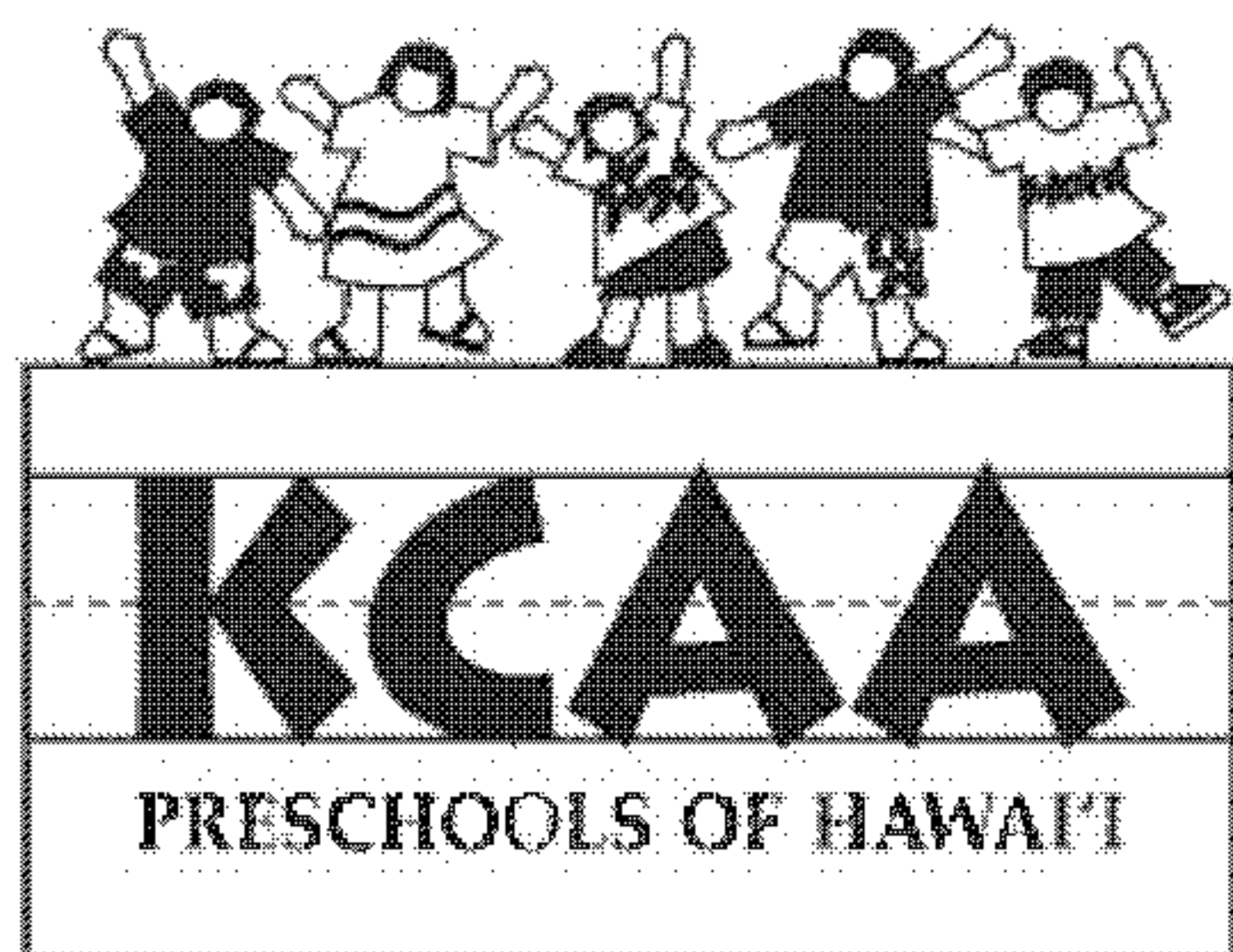
US PACOM

Lyla Berg

Norman Sakamoto

Pamela Young

September 30, 2011



*For over 100 years,  
preparing children for success*

2707 South King Street  
Honolulu, Hawaii 96826

Phone: (808) 941-9414

Fax: (808) 946-1468

[www.kcaapreschools.org](http://www.kcaapreschools.org)

ATHERTON – KAILUA  
KUAPA – HAWAII KAI  
LAURA MORGAN – KAPALAMA HEIGHTS  
MOTHER RICE – MOILILI  
MURIEL – KAKAAKO  
NALEI – KALIHI  
WAI-KAHALA - KAHALA

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius:

KCAA Preschools of Hawaii would like to offer our strong support for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

Established in 1895, as free kindergartens for the children of immigrant workers, KCAA (previously referred to as Kindergarten and Children's Aid Association) has a long history of working to ensure that high need children have access to quality care and education and that their families are supported in that process. We operate 7 nationally accredited centers on the island of Oahu and have recently completed a \$3.2 million dollar campaign to build the Center for Early Education and Development which will house a model demonstration classroom and a technologically-enabled professional development center. We look forward to working in partnership with Hawaii's higher education institutions to support workforce and professional development for early educators.

Two of KCAA's seven preschools (which serve a majority of high need children) are participating in the 5-year long P-3 project funded by the Kellogg Foundation. KCAA serves as the fiscal agent for this project. In addition, KCAA is serving as a partner with Hawaii P-20 to develop a longitudinal data system to track students from preschool through college; 84% of our students attend public school.

Hawaii's early education community has worked together for years to maximize limited resources to improve the quality of both the care and education that our youngest children receive as well as the family supports that we are able to provide. Were we to be selected as a Race to the Top-Early Learning Challenge grant recipient it would enable us to reach the next level, to create a seamless system that would promote program quality in all settings as well as expanded access to quality programs for high need children and to truly engage their families in the process.

Sincerely,

Christina Cox  
President





270 Ho'okahi St., Suite 301  
Wailuku, HI 96793  
tel 808.244.8787  
fax 808.244.8958

[www.mauiunitedway.org](http://www.mauiunitedway.org)



The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

I am writing to express the strong support of Maui United Way for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

Maui United Way is working to advance the common good by focusing on education, income, and health. These are the building blocks for a good life – a quality education that leads to a stable job, enough income to support a family through retirement and good health. The goal of Maui United Way is to create long-lasting changes that prevent problems from happening in the first place. From helping individuals find food and safe shelter in a time of crisis or providing health services, medical care and support services to families in need, our 34 community partner agencies and 36 programs do inspiring work with the support of community contributions.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

Maui United Way touched the lives of over 63,000 people in Maui County in 2010, with 30 percent of contributions helping children and youth achieve their potential through education. Education is one of the key factors in establishing a healthy and prosperous life. With proper education starting early in life, Maui United Way's other two focus factors, income and health, become more easily attainable. We are pleased to be working with partner agencies such as Maui Family Support Services and Horizons Academy of Maui, who focus their services on educational needs.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in cursive script, appearing to read "Laksmi", written in dark ink.

Laksmi Abraham, President/CPO  
Maui United Way

GIVE. ADVOCATE. VOLUNTEER. LIVE UNITED.

*Our Mission is to empower our community through caring partnerships that enrich people's lives.*





4601 DTC Boulevard, Suite 500 • Denver, Colorado 80237-2596  
303.337.0990 • Fax: 303.337.3005 • www.mcrel.org

October 6, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W. | Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W. | Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

I am writing to express Mid-continent Research for Education and Learning's (McREL) support for Hawai'i's application to the U.S. Department of Education for a Race to the Top – Early Learning Challenge grant.

Established in 1966, McREL is a 501(c)(3) private non-profit organization whose purpose is to improve education through applied research and development. Since 1999, McREL has provided technical assistance and professional development for early childhood education in the areas of standards, curriculum, instruction, and assessment; policy; teacher and program quality; and program evaluation. In 2010, McREL opened offices in Honolulu, Hawai'i, to deliver education services to stakeholders in Hawai'i and throughout the Pacific region to improve outcomes for learners and their families. Our recent early childhood work includes professional development for the Commonwealth of the Northern Mariana Islands Public School System and a project in collaboration with a Hawai'i based nonprofit as part of their Native Hawaiian Education Program grant funded by the U.S. Department of Education.

We understand that Hawai'i's Early Learning Challenge application proposes a collaborative and systematic approach to address five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

McREL supports the state of Hawai'i's efforts to ensure greater early childhood education opportunities for *keiki* and their families throughout the state. As a leader in early childhood research and instructional design, McREL looks forward to opportunities to partner with the Hawaii Early Learning Challenge team as it embarks on this important initiative.

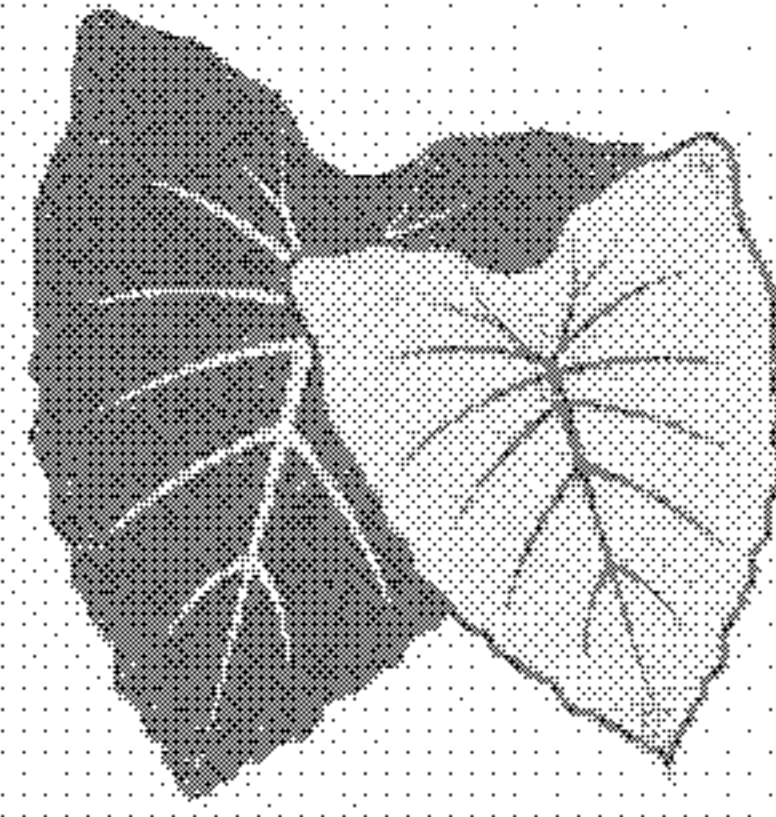
We look forward to continued productive engagement in improving the quality and accessibility of Hawai'i's early learning and development systems so all of our children—especially those with high needs—are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

  
J. Timothy Waters, Ed.D.  
President & Chief Executive Officer

Mid-continent Research for Education and Learning





**PARTNERS IN DEVELOPMENT**  
FOUNDATION

September 20, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

Partners in Development Foundation (PIDF) enthusiastically supports Hawaii's application for Race to the Top – Early Learning Challenge funding from the U.S. Department of Education. Over the last decade, we have been investing in Hawaii's early learning and development systems, and have been most impressed by the new thinking and energy your administration has brought to the early childhood field.

We are committed to working with you for the success of Hawaii's families, and are confident that together, we can build a better future for our children and their families. We know that the early years are critical, and we are grateful to have had the opportunity to make a difference for so many. In the past ten years, PIDF has served over 20,000 children and caregivers and prepared these children for school success, through their family-child interaction learning programs. These programs include, *Tutu and Me Traveling Preschool*, *Na Pono No Na Ohana Family Education Program*, and *Ka Paalana Traveling Preschool and Homeless Outreach*. These three programs, which are entirely grant funded, and whose focus is on providing children a strong early educational foundation and at the same time, supporting and educating their caregivers and families, have witnessed many positive outcomes. These outcomes include strengthened familial bonds and caregiver involvement, and notable gains in children's cognitive, language, physical, social and emotional development. The far-reaching impact that these programs have had cannot be overstated.

The Early Learning Challenge grant will allow Hawaii to gain critical resources to build on the strong foundation that has been established through private and public efforts by addressing five key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected with the state's P-20 system).

*Serving Hawaii's Families, Living Hawaiian Values*

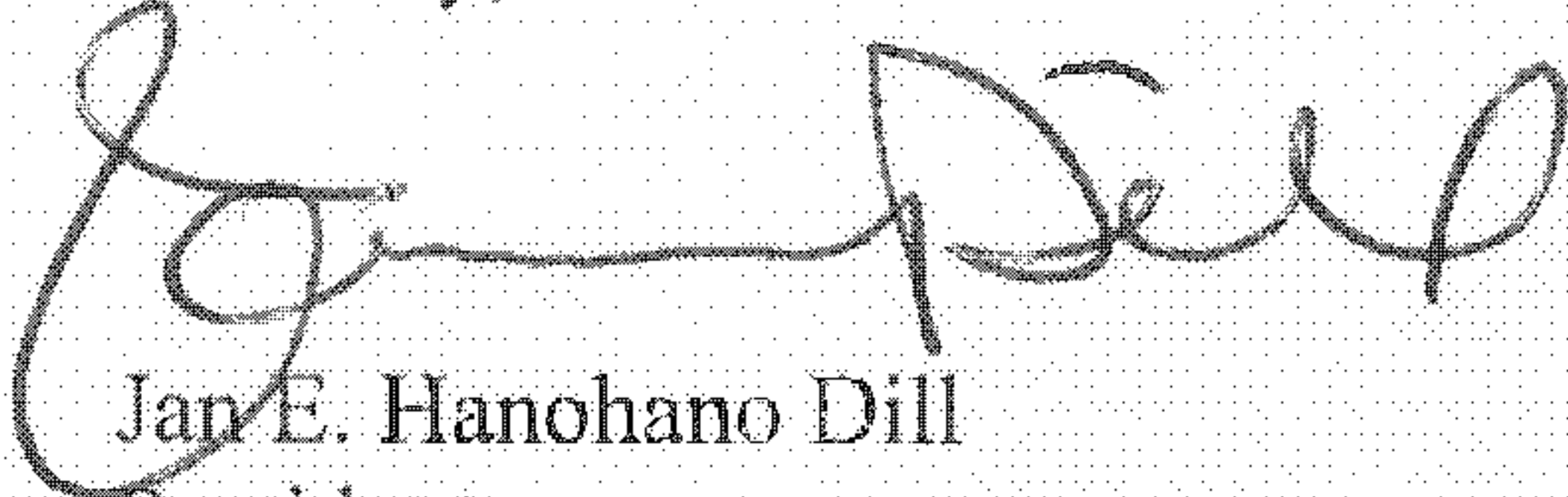


Letter to the Governor in Support of Race to the Top ELC application  
September 20, 2011  
Page 2 of 2

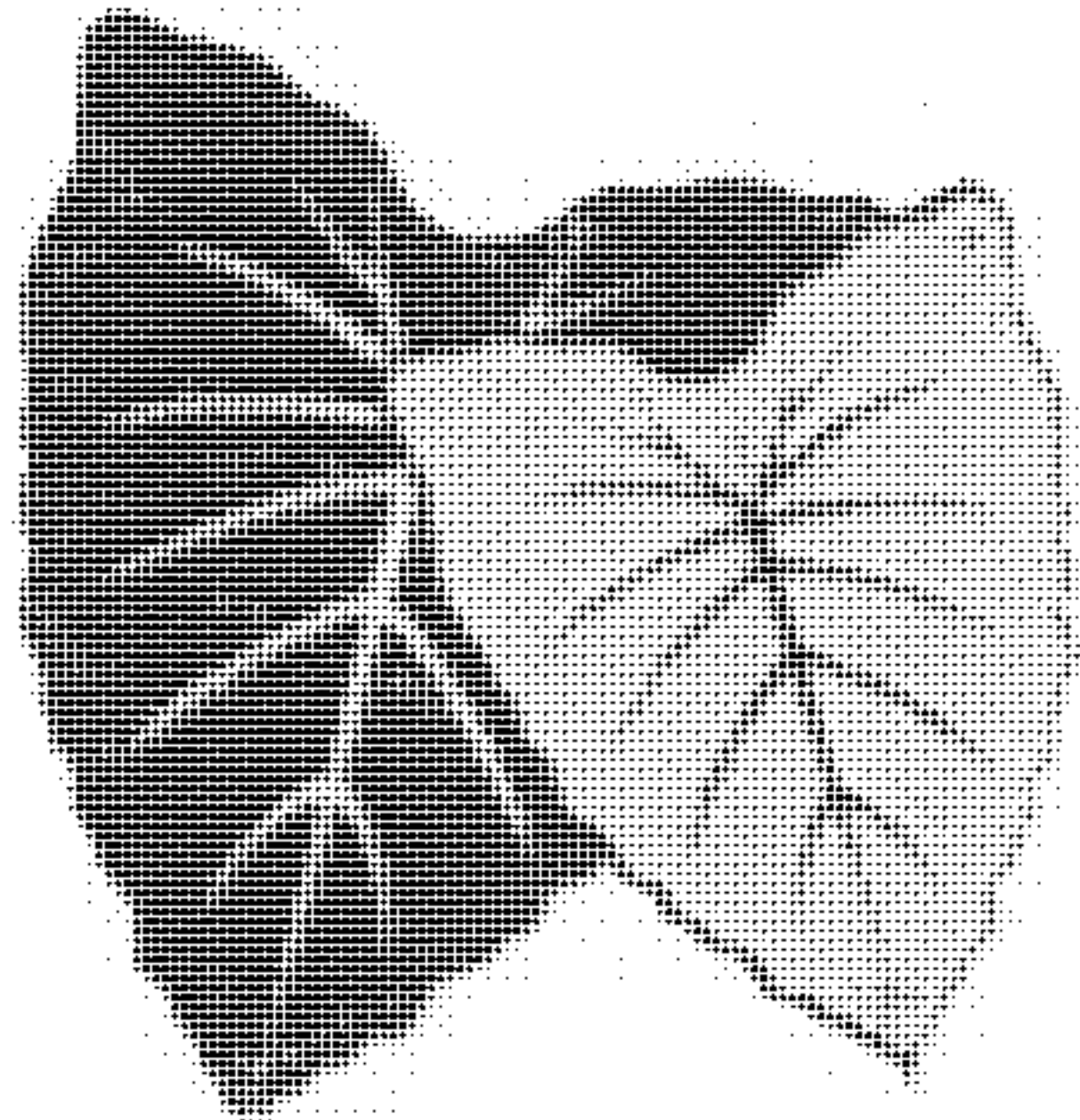
Partners in Development Foundation recognizes the importance of these key areas and is committed to support all efforts to improve the quality of early learning services and outcomes in the State of Hawaii, and to enhance the integration and coordination of these programs, policies and services. Furthermore, Partners in Development Foundation is prepared to continue to provide direct program implementation, and expand upon the early learning and caregiver support services already offered through its programs. The foundation is also committed to participate in workgroups, and collaborate with other agencies in Hawaii to ensure the needs of families are being met and that Hawaii's comprehensive, high-quality early learning system will continue to provide families choice, access, affordability and cultural integrity that lay the foundation for lifelong success.

We wish you every success in your efforts to improve the quality of Hawaii's early learning and development systems to enable all of our *keiki* to enter kindergarten ready to succeed in school and in life and we are committed to being a partner in this journey.

Sincerely,

A handwritten signature in black ink, appearing to read "Jan E. Hanohano Dill". The signature is fluid and cursive, with a large initial "J" and "H".

Jan E. Hanohano Dill  
President



**PARTNERS IN DEVELOPMENT**  
F O U N D A T I O N

9/28/2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express strong support for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

My name is Lora Perry and I have been in the field of Early Education for thirty one years. I am an honored member of the Hawaii State Early Learning Council, and work for Partners in Development Foundation – a non-profit organization whose mission is to “equip and inspire families and communities, using Native Hawaiian Traditions and Values.

I understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

As a member of the Early Learning Council; a service provider of early childhood programs, and a resident of Hawaii I eagerly support this application. I am committed and excited at the possibilities that could be given to the state of Hawaii for Early Education.

I look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in black ink, appearing to read "Lora Perry", written in a cursive style.

Lora Perry

(808)349-9737

[lperry@pidfoundation.org](mailto:lperry@pidfoundation.org)





PROTECTING HAWAII'S OHANA, CHILDREN, UNDER SERVED, ELDERLY AND DISABLED

September 20, 2011

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**Executive Director**

Alex Santiago

The Honorable Neil Abercrombie  
 Governor, State of Hawaii  
 Executive Chambers, State Capitol  
 Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support of PHOCUSED for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant. As a Health and Human Service Advocacy organization representing our state's most vulnerable citizens, we fully support the Early Learning Challenge's focus on providing healthy beginnings for Hawaii's people and communities.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

PHOCUSED is working on multiple initiatives to improve integration and collaboration between the public, private, and nonprofit sectors. The implementation of this Race to the Top grant is very much in line with our goals and mission, and we look forward to aiding these efforts in any way we can.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

  
 Alex Santiago



September 22, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

On behalf of Read To Me International, I am writing to express our support of Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

Read To Me International is a non-profit organization that promotes children's literacy in Hawaii with a goal of having every child read aloud to for at least 15 minutes every day.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

Read To Me International is very interested in collaborating with others to improve and reform early childhood education in Hawaii.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Warmest aloha,

A handwritten signature in black ink that reads "Lynne Waihee".

Lynne Waihee  
President



## Special Parent Information Network

919 Ala Moana Boulevard, Room 101, Honolulu, Hawaii 96814

Phone: 586-8126 (V/TDD)

Fax: 586-8129

E-mail: [spin@doh.hawaii.gov](mailto:spin@doh.hawaii.gov)

Web: [www.spinhawaii.org](http://www.spinhawaii.org)

September 27, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

RE: U.S. Department of Education, Race to the Top, Early Learning Challenge Grant

Dear Governor Abercrombie,

On behalf of the Special Parent Information Network (SPIN) Advisory Committee I express our strong support for Hawaii's application to the U.S. Department of Education for the Race to the Top – Early Learning Challenge grant.

Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

SPIN is a parent-to-parent organization in Hawaii that provides information, support and referral to parents of children and young adults with disabilities and the professionals who serve them. SPIN facilitates the journey of parenting a child with disabilities by keeping families linked to important information through its newsletters, statewide conference, legislative updates and other resources.

The SPIN Advisory Committee would like to support this application by assisting families with information and technical assistance to increase access for young children with disabilities or developmental delays to high quality programs with their typically developing peers. This can be accomplished through our outreach services and annual conference at the University of Hawai'i Campus Center for 400+ parents and professionals each April.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with special needs, are successful in school and in life.

Sincerely,



Michael C. Fahey

SPIN Advisory Committee Chairman

*\* Offering a world of support to families of children with disabilities \**

*A Partnership Between the Disability & Communication Access Board and the Department of Education*





The **FINANCE PROJECT**

*Toward good results for children,  
families and communities.*

EDUCATION  
FAMILY & CHILDREN'S  
SERVICES  
VULNERABLE  
CHILDREN & YOUTH  
FAMILY ECONOMIC  
SECURITY

The Honorable Neil Abercrombie  
Governor, State of Hawai'i  
Executive Chambers, State Capitol  
Honolulu, Hawai'i 96813

Dear Governor Abercrombie,

I am writing to express the strong support of The Finance Project for Hawai'i's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

The Finance Project (TFP) is a specialized research, consulting, training and technical assistance firm. Our highly qualified staff helps public-and private-sector leaders make smart investment decisions, develop sound management and financing strategies and build effective partnerships that benefit children, families and communities. Established in 1994, TFP offers a valuable intellectual and technical resource to government at all levels, corporate and foundation funders, policymakers, program developers, and community leaders. TFP works with state and local leaders nationally around early care and education issues, among others. We have conducted fiscal mapping studies of the resources supporting early care and education systems in a number of states, most recently Delaware and Kentucky. As a result, leaders in these states have critical and comprehensive data on the funding available to support goals for young children and their families and how to effectively coordinate, maximize and leverage public and private resources to implement and sustain services for young children.

We understand that Hawai'i's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawai'i State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

Over the past few months, TFP researchers have worked closely with the Early Learning Council, the Hawai'i Community Foundation, and other early care and education stakeholders to conduct a fiscal mapping study of the resources supporting young children, especially those most vulnerable, in four key areas critical to and aligned with the goals of the Early Learning Challenge Fund. This fiscal mapping study will position Hawai'i for the future

Cheryl D. Hayes  
President/CEO

1401 New York Avenue, NW  
Suite 800  
Washington, DC 20005  
202 • 628 • 4200  
Fax 202 • 628 • 4205  
financeproject.org

by providing a clear picture of how funding is allocated across state and local agencies to fund services for young children. It lays the groundwork for new state and community-level financing strategies by providing:

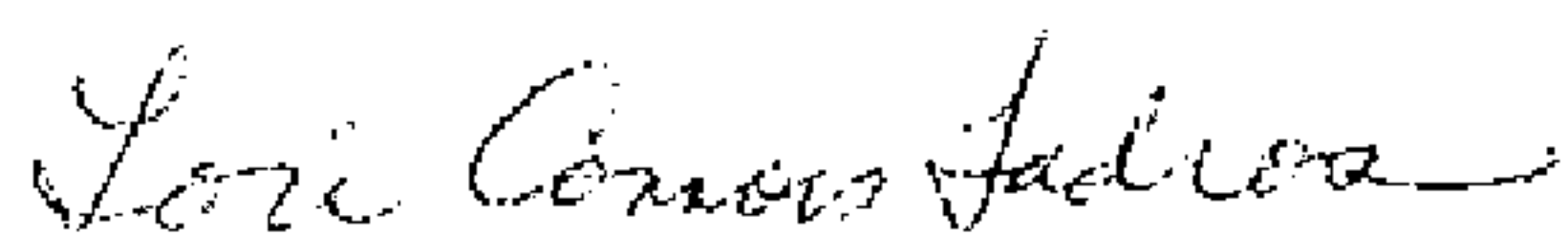
- A detailed account of all federal, state, and local expenditures on programs supporting young children;
- An analysis of the adequacy, flexibility and stability of existing funding; and
- the identification of opportunities to more effectively coordinate, maximize, and align resources to support improved outcomes for children and families.

The results of the fiscal mapping study will give public and private funders the information they need to guide their strategic investments in early childhood services to support long-term sustainability. If awarded the RTT-ELL grant, Hawai'i will be well-positioned to plan for the effective utilization of these funds in the areas identified in the fiscal mapping study that are both of greatest need and of greatest impact. TFP staff will be available to support recommendations of the study so that the U.S. Department of Education can be assured that federal resources are used wisely and effectively to achieve the goals identified for Hawai'i's youngest and most vulnerable children.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawai'i's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

On behalf of The Finance Project, I am pleased to enthusiastically support Hawai'i's application for Race to the Top – Early Learning Challenge funding.

Sincerely,



Lori Connors-Tadros, Ph.D.  
Vice President, Children and Family Services  
The Finance Project

4224 Waialae Ave., Suite 322, Honolulu, Hawaii 96816

THE  
LEARNING  
COALITION

Telephone: 808 926-1530, Facsimile: 808 926-1533, Info@TheLearningCoalition.org

September 20, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

The Learning Coalition is pleased to continue its active support of the Hawaii Department of Education, our families and our communities as we collectively strive to improve learning outcomes for our keiki. We supported the initial Race to The Top application and have invested significantly in its implementation. We are excited to join with our peers and your office to endorse our state's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

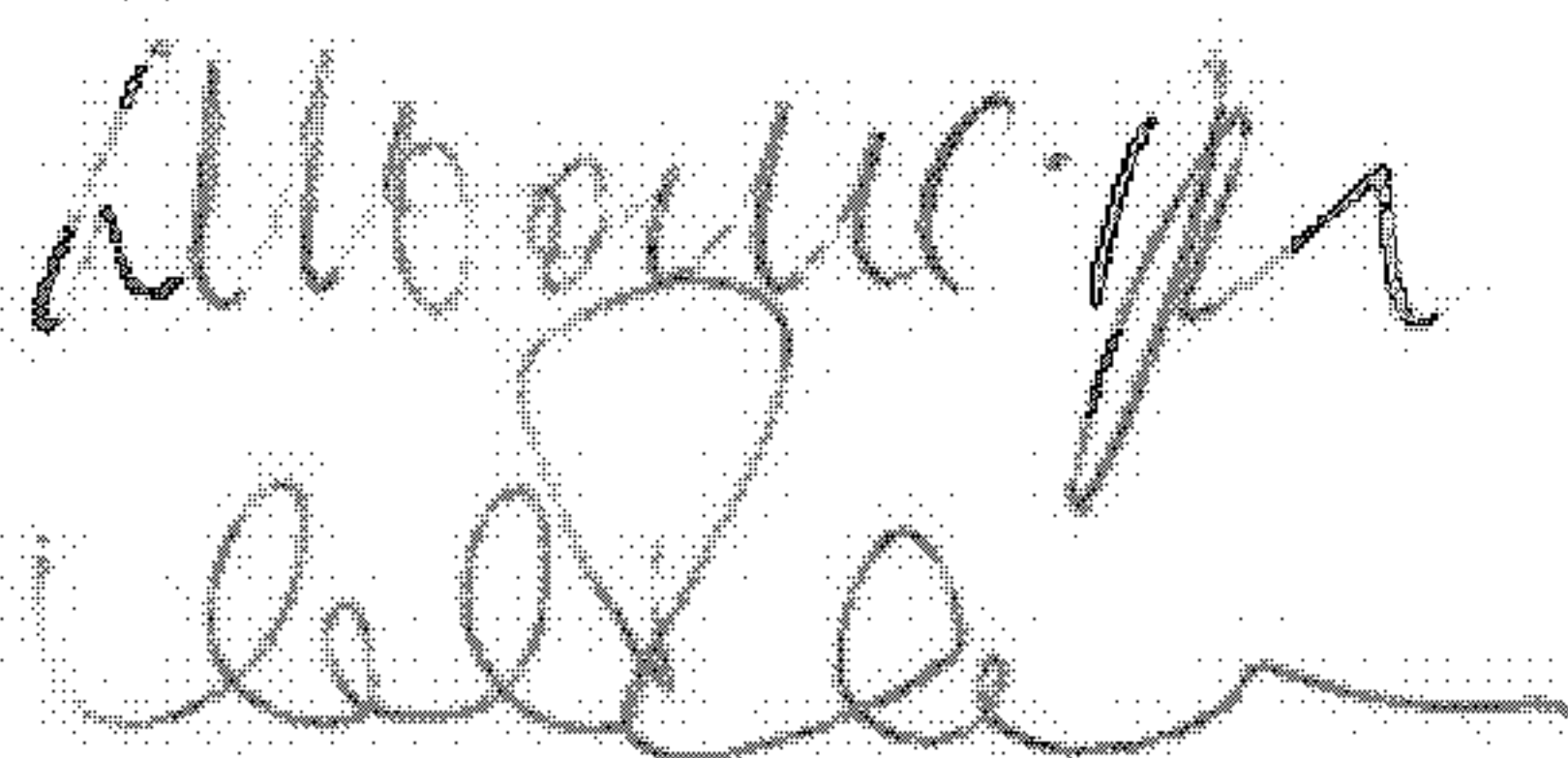
As you know, The Learning Coalition is a private operating charity committed to public education in Hawaii. Our focus is on ensuring that communities and families are engaged and effective partners in their children's education. We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to enhancing bureaucratic effectiveness, introducing quality metrics, increasing access and improving outcomes. We believe that these efforts are worthy and aligned with our own.

The Learning Coalition stands as a ready partner to the state in these initiatives. We welcome engagement from your office on ways in which we may build the capacity of our families and communities to take on shared responsibility for our children's learning. We welcome invitations to participate in working groups and are open to collaborate with grassroots and community based organizations that further our shared goals and are consistent with our strategy of family and community empowerment.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning systems so all children are ready and able to succeed in school and in life.

Sincerely,

William Reeves & Deborah Berger  
Founders, The Learning Coalition







**FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY**

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

I am writing to express the YMCA of Honolulu's strong support of Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

The YMCA of Honolulu, founded in 1869, is a membership organization whose mission is dedicated to putting Christian principles into practice through programs that build healthy spirit, mind and body for all. We have over 800 paid staff and 900 volunteers who run numerous programs throughout Oahu. Our programs touch over 10,000 children and youth preschool age through teens year round. The Y of Honolulu is also a major private provider for the State of Hawaii's After School (A+) program serving nearly 7,000 children each day.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

The Y of Honolulu fully supports this application and stands ready to work as a contributing member to this collaborative effort. We bring to this system building process our experience as an extended learning opportunities provider and connections to our most vulnerable children who do not have access to a quality early learning program. Our nine branch facilities located throughout Oahu are natural gathering places for children and families and can be made available as a resource to support this work as well.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

Diane N. H. Tabangay  
Executive Director of Child Care  
YMCA of Honolulu  
(808) 541-5470  
[dtabangay@ymcahonolulu.org](mailto:dtabangay@ymcahonolulu.org)

**ATHERTON FAMILY FOUNDATION**  
827 Fort Street Mall  
Honolulu, Hawaii 96813

September 30, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

Atherton Family Foundation enthusiastically supports Hawaii's application for Race to the Top – Early Learning Challenge funding from the U.S. Department of Education. We have a long history of investing in Hawaii's early learning and development systems, and have been most impressed by the new thinking and energy your administration has brought to the early childhood field. Our own initiatives have included support of the Good Beginnings Alliance (GBA), for the past nine years. GBA is the public/private partnership to foster early childhood education and child welfare issues. We have supported numerous pre-schools throughout the State of Hawaii, and lease land to four of the KCAA pre-schools at \$1 per year.

The Early Learning Challenge grant will allow Hawaii to gain critical resources to build on the strong foundation that has been established through private and public efforts by addressing five key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected with the state's P-20 system).

Atherton Family Foundation would like to participate in this important initiative by continuing to support Good Beginnings Alliance and our pre-schools. We will be collaborating with the Hawaii Business Roundtable and our fellow foundations to support the Be My Voice public will campaign to ensure that all of Hawaii's children are offered the opportunity to attend pre-school.

We wish you every success in your efforts to improve the quality of Hawaii's early learning and development systems to enable all of our keiki to enter kindergarten ready to succeed in school and in life and we are committed to being a partner in this journey.

Aloha,



Robin S. Midkiff  
Vice President





*Consuelo Foundation*  
...giving hope...

September 30, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawai`i  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813



Consuelo Zobel Alger  
Founder and Benefactress

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Hoyi H. Zia

Jon K. Matsuoka  
President and  
Chief Executive Officer

Dear Governor Abercrombie,

Consuelo Foundation enthusiastically supports Hawaii's application for Race to the Top – Early Learning Challenge funding from the U.S. Department of Education. We have a long history of investing in Hawaii's early learning and development systems, and have been most impressed by the new thinking and energy your administration has brought to the early childhood field. Our own initiatives have included programs working with at-risk children, ages 0-2.

The Early Learning Challenge grant will allow Hawaii to gain critical resources to build on the strong foundation that has been established through private and public efforts by addressing five key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected with the state's P-20 system).

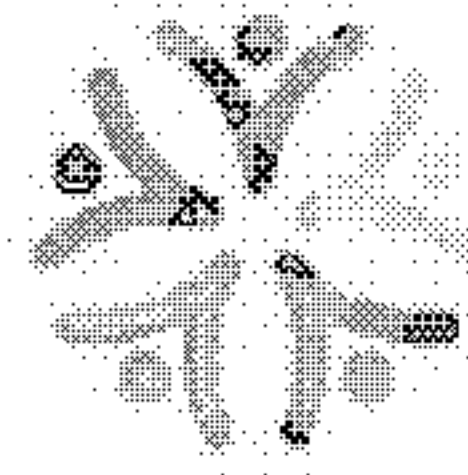
Consuelo Foundation would like to participate in this important initiative through system-building, collaboration, research and knowledge sharing, piloting social technologies for capacity development in the public sector.

We wish you every success in your efforts to improve the quality of Hawaii's early learning and development systems to enable all of our *keikis* to enter kindergarten ready to succeed in school and in life and we are committed to being a partner in this journey.

Sincerely,

Jon K. Matsuoka, Ph.D.  
President & CEO





## HAWAII COMMUNITY FOUNDATION

September 26, 2011

The Honorable Neil Abercrombie  
 Governor, State of Hawaii  
 Executive Chambers, State Capitol  
 Honolulu, Hawaii 96813

Dear Governor Abercrombie,

The Hawaii Community Foundation enthusiastically supports Hawaii's application for Race to the Top – Early Learning Challenge funding from the U.S. Department of Education. In the past 5 years, HCF has invested more than \$2.5 million in grant funds targeting our *keiki* under 5 years. Our own investments have focused on early intervention and screening services for vulnerable young children, early literacy, speech therapy, prevention of child abuse and neglect, and pre-school tuition assistance. In addition HCF has funded an effort to collect data needed to map fiscal resources across the State in an effort to promote a more efficient and effective use of those resources. We anticipate completion of this fiscal map later this fall.

The Early Learning Challenge grant will allow Hawaii to gain critical resources to build on the strong foundation that has been established through private and public efforts by addressing five key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected with the state's P-20 system).

The Hawaii Community Foundation strongly supports Hawaii's efforts to build a comprehensive early childhood system. We will continue to provide grant support to key organizations serving young children across the state but expect that we will have more opportunities to align our funding with this new plan. We believe that a more cohesive plan will also serve to catalyze additional charitable investments from many of our donors and partners and we are committed to contributing to the State's effort.

We wish you every success in your efforts to improve the quality of Hawaii's early learning and development systems to enable all of our *keiki* to enter kindergarten ready to succeed in school and in life and we are committed to being a partner in this journey.

Sincerely,

Christine van Bergeijk  
 Vice President for Programs

# Keiki Funders

NETWORK OF HAWAII

September 29, 2011

Honorable Neil Abercrombie  
Governor, the State of Hawaii  
State Capitol  
415 South Beretania Street  
Honolulu, HI 96813

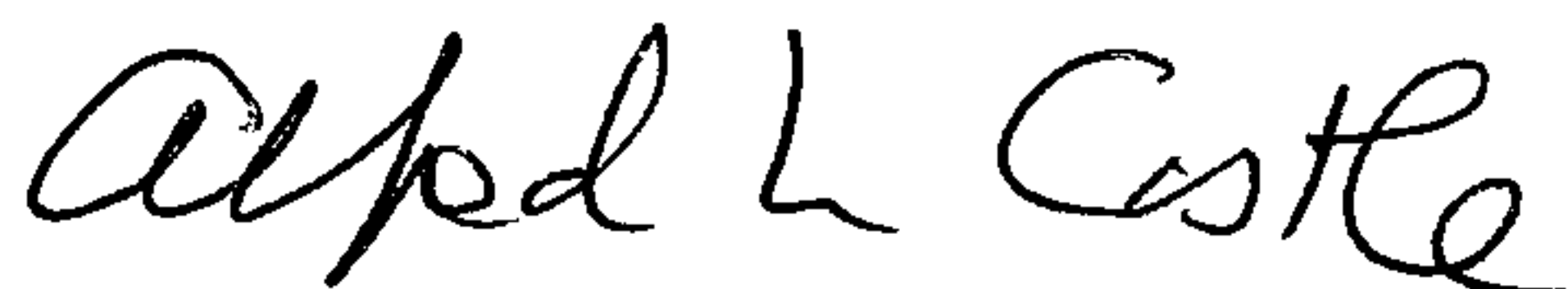
Dear Governor Abercrombie:

We are the Co-Chairs of the Keiki Funders Network of Hawai'i, an organization of grant-makers and other charitable trusts dedicated to ensuring that all children from birth to age five are safe, loved, healthy, and ready to succeed in school and in life. On behalf of our entire membership and the children whom we seek to serve, we strongly support the State's application for the Race to the Top – Early Learning Challenge (RTTT-ELC) Grant.

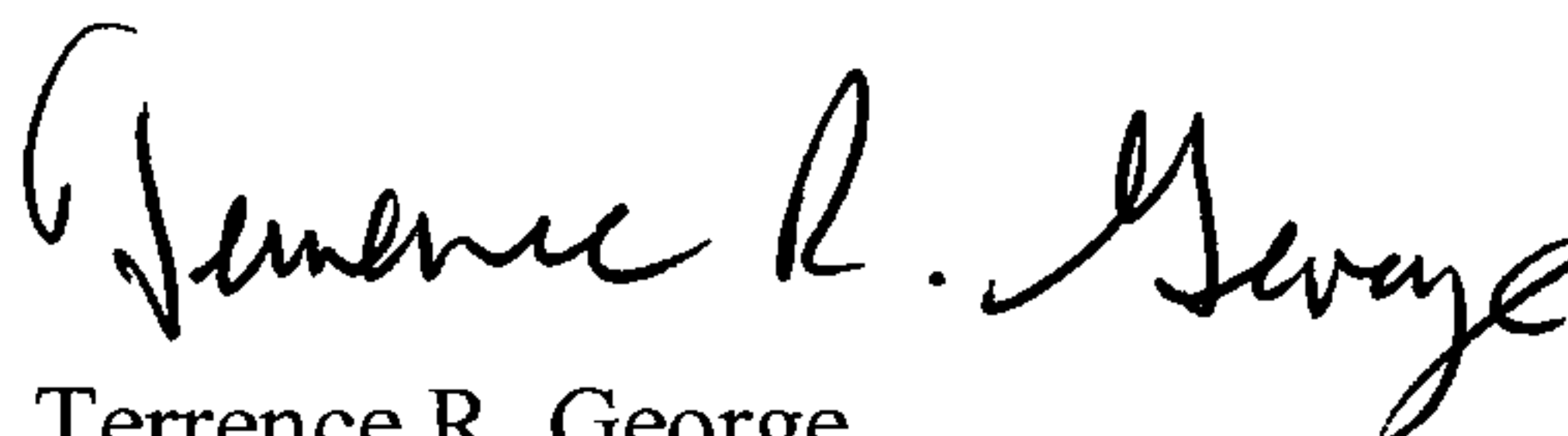
Keiki Funders Network offers the chance for private funders' collaborative action, maximization of the combined impact in supporting Hawaii's early childhood system, and monitoring of the progress of the state's comprehensive plan for young children that will direct resources to mutually identified priorities in each of your proposed areas of reform. Thus, we are very excited about the opportunity Hawai'i has through the RTTT-ELC application to strengthen the critical public-private partnerships on behalf of our young children.

We pledge our continued collaboration with your Administration to improve the quality, affordability and accessibility of Hawaii's early learning and development programs so all of our keiki enter kindergarten ready to succeed.

Sincerely,



Alfred L. Castle  
Co-Chair, Keiki Funders Network



Terrence R. George  
Co-Chair, Keiki Funders Network

**Keiki Funders Network Members**

- Aloha United Way
- Atherton Family Foundation
- Bank of Hawai'i Foundation
- Consuelo Foundation
- Harold K.L. Castle Foundation
- Hauoli Mau Loa Foundation
- Hawai'i Community Foundation
- Hawai'i Medical Services Association
- Kaiser Permanente, Hawai'i Region
- Kamehameha Schools
- McNerny Foundation
- Native Hawaiian Education Council
- Office of Hawaiian Affairs
- Queen Liliuokalani Children's Center
- Samuel N. and Mary Castle Foundation
- The Aloha Foundation
- The Learning Coalition
- University of Hawai'i Foundation



## Omidyar Family Enterprises

October 3, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

Omidyar Family Enterprises enthusiastically supports Hawaii's application for Race to the Top – Early Learning Challenge funding from the U.S. Department of Education. We have been impressed by the new thinking and energy your administration has brought to the early childhood field. It has been our honor to support progress to align everyone around a common vision and set of goals.

The Early Learning Challenge grant will allow Hawaii to gain critical resources to build on the strong foundation that has been established through private and public efforts by addressing five key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected with the state's P-20 system).

It is our desire to make early investments to catalyze a holistic, efficient and transparent system of care for the children of Hawaii from the womb to the classroom. Our interest extends across all sectors - public, non-profit and for-profit.

We are excited about the opportunity the Early Learning Challenge Grant provides to improve the quality of Hawaii's early learning and development systems to enable all of our children to enter kindergarten ready to succeed in school and in life.

Sincerely,



Michael G Mohr  
Managing Director



733 BISHOP STREET, SUITE 1275  
 HONOLULU, HI 96813  
 (808) 522-1101  
 (808) 522-1103 (FAX)  
 EMAIL: snandmarycastle@hawaii.fcf.com

ALFRED L. CASTLE  
 Executive Director and Treasurer

THE  
 SAMUEL N.  
 AND  
 MARY CASTLE  
 FOUNDATION

September 7, 2011

and the  
 HENRY & DOROTHY CASTLE  
 MEMORIAL FUND

**Terry Lock**  
 Early Childhood Coordinator  
 Office of the Governor  
 State Capitol  
 Room 417  
 Honolulu, Hawaii 96813

The Trustees of the Samuel N. and Mary Castle Foundation are pleased to fully endorse and support the application of Hawaii for the Race to the Top Early Learning Challenge Grant. Our Foundation, one of America's oldest, was a key funder of the University of Chicago Lab School, the progressive kindergartens of John Dewey, and a leading initiator and advocate of Hawaii's publicly funded, full day kindergartens in 1943, continues to advocate for a comprehensive high quality early childhood system. We believe that the State is ready to move forward with a doable plan to give our children a better start on life.

Hawaii has a long history of public-private partnerships to provide supports for family and children. With Governor Abercrombie making early childhood education and care a top priority of his new administration, the stars have aligned to move ahead quickly.

There are many examples of ongoing public-private partnerships for children that ensure the successful use of RTTP funds if they are received. Our foundation, combined with the W.K. Kellogg Foundation, DHS and the University of Hawaii is planning for an innovative QRIS pilot project starting early in 2012. With private support, DHS can add incentives and capacity enhancements to low-performing pre-schools which are likely to be found in communities serving low-income families and vulnerable children. Once the pilot project is completed, the State will have a sound handle on quality indicators in a culturally diverse state.

In addition, in combination with the Omidyar Fund at the Hawaii Community Foundation and the Kamehameha Schools, we are supporting the grant writing expenses of this application. We will continue to work closely with our State Early Learning Council to provide resources, where needed, to implement the plan for improving early education and care, health, parent education and family support, and workforce and professional development.





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ALFRED L. CASTLE  
Executive Director and Treasurer

THE  
SAMUEL N.  
AND  
MARY CASTLE  
FOUNDATION

and the  
HENRY & DOROTHY CASTLE  
MEMORIAL FUND

The timing of the RTTP would be very propitious for Hawaii as we were fortunate to receive a substantial RTTP award for K-12 reform. In addition, the W.K. Kellogg Foundation has made a decade-long commitment to develop a comprehensive Pre-3 system on which all K-12 education reform depends. Like all states, Hawaii needs to get its Pre-K world right before any K-12 reform can be successful. Developing an integrated, high quality, accountable Pre-k-grade 12 is our highest priority as a 120 year old charitable foundation, committed to children.

Hawaii's foundation community is also supporting a public and legislative will-building media and community campaign to create public resources to implement the state's plan for a comprehensive pre-natal to age 5 system. This campaign, which is just underway, is attracting unprecedented support from business, labor, small business, philanthropy and the military. All have a huge stake in seeing that our children have a better chance to be healthy and ready to excel in the K-12 schools.

The political, philanthropic, labor and business stars have aligned and I urge positive support of Hawaii's application.

With best wishes,

Alfred L. Castle  
Executive Director and Treasurer



Sterling K. Speirn  
President and  
Chief Executive Officer

September 22, 2011

The Honorable Kathleen Sebelius  
Secretary  
United States Department of Health and Human Services  
200 Independence Avenue, SW  
Washington, DC 20201

The Honorable Arne Duncan  
Secretary  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Sebelius and Secretary Duncan:

The W.K. Kellogg Foundation has been investing in efforts to enhance early childhood learning and development in Hawaii for a number of years. We were therefore pleased to learn that the State of Hawaii is competing for the Race to the Top - Early Learning Challenge (RTT-ELC) funding (CFDA No. 84.412) that will be used to build on the foundation that Kellogg has helped to establish.

The ongoing early childhood initiatives supported by Kellogg in Hawaii include:

- The Hawaii P-3 (Preschool to Grade 3) Initiative, which has established partnerships of early learning providers to promote a cohesive continuum of experiences from birth to age eight, with a focus on improving outcomes for vulnerable children including Native Hawaiians, Pacific Islanders, and low-income children who perform persistently below their peers on standardized measures.
- The Good Beginnings Alliance, a nonprofit collaborative dedicated to building a coordinated system of early childhood care and education in Hawaii by ensuring the state has the resources, public will, and policies in place to help all of its children reach their full potential.
- The Institute for Native Pacific Education and Culture (INPEACE), to support a professional development and leadership program for early childhood educators

## W.K. KELLOGG FOUNDATION

One Michigan  
Avenue East  
Battle Creek, MI  
49017-4012  
USA  
269-968-1611  
TDD on site  
Facsimile: 269-968-0413  
[www.wkcf.org](http://www.wkcf.org)

*To help people  
help themselves  
through the practical  
application of knowledge  
and resources to improve  
their quality of life and  
that of future generations*

and a program that employs culturally appropriate practices to support seamless transitions for children entering kindergarten.

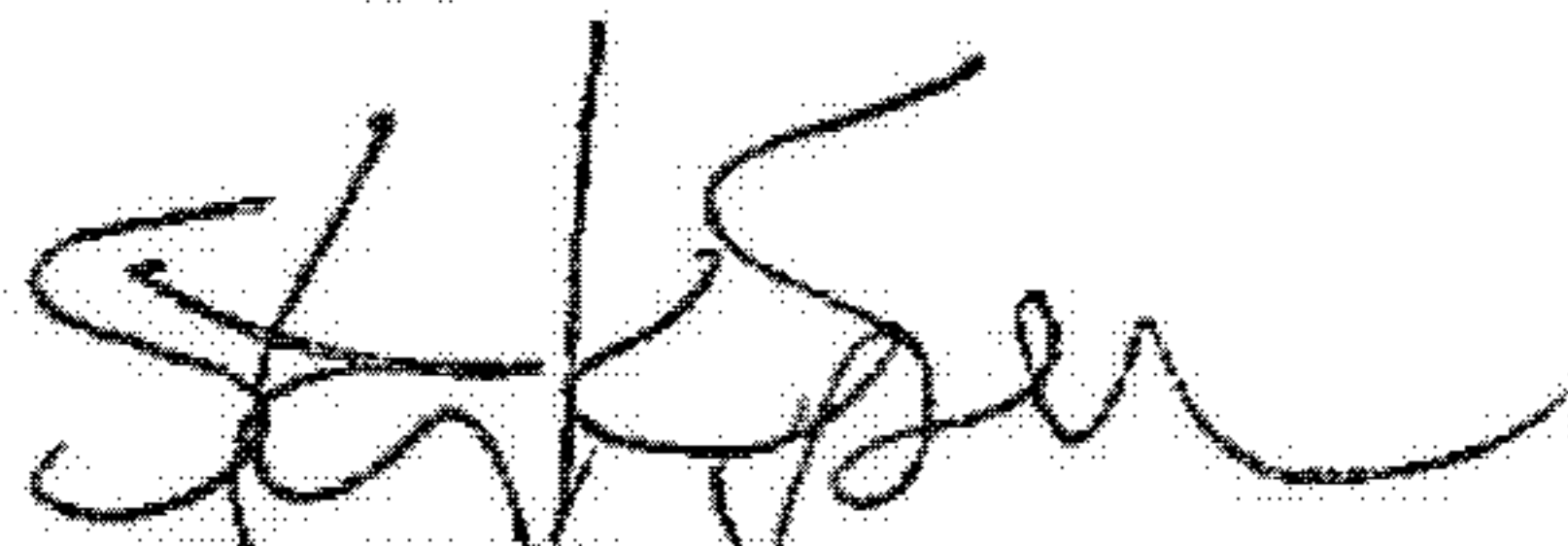
- Kokua Kalihi Valley Comprehensive Family Services (KKV), to support an early childhood development project in an urban Honolulu neighborhood with the state highest percentage of non-English or limited-English speakers.

Through the Kellogg Foundation's long partnership in Hawaii, these programs are showing promising practices towards improving school readiness for young children with high needs. However, with an infusion of federal funding over the next four years through the RTT-ELC competition, Hawaii will take bolder steps to more intentionally integrate and align the resources and policies across all State agencies that administer public funds related to early learning and development. These resources will enable Hawaii to implement the State Plan to strengthen Hawaii's infrastructure and create a more unified approach to raising the quality of early learning and development programs for children, birth to age five, with high needs.

The Kellogg Foundation believes that Hawaii is highly committed to reaching the ambitious yet achievable goals in their State Plan that address the key areas of reform in the RTT-ELC vision. This includes successful state systems; high quality, accountable programs; promoting early learning and development outcomes for children; great early childhood education workforce; and measuring outcomes and progress. The Kellogg Foundation strongly supports Hawaii's application for RTT-ELC funding.

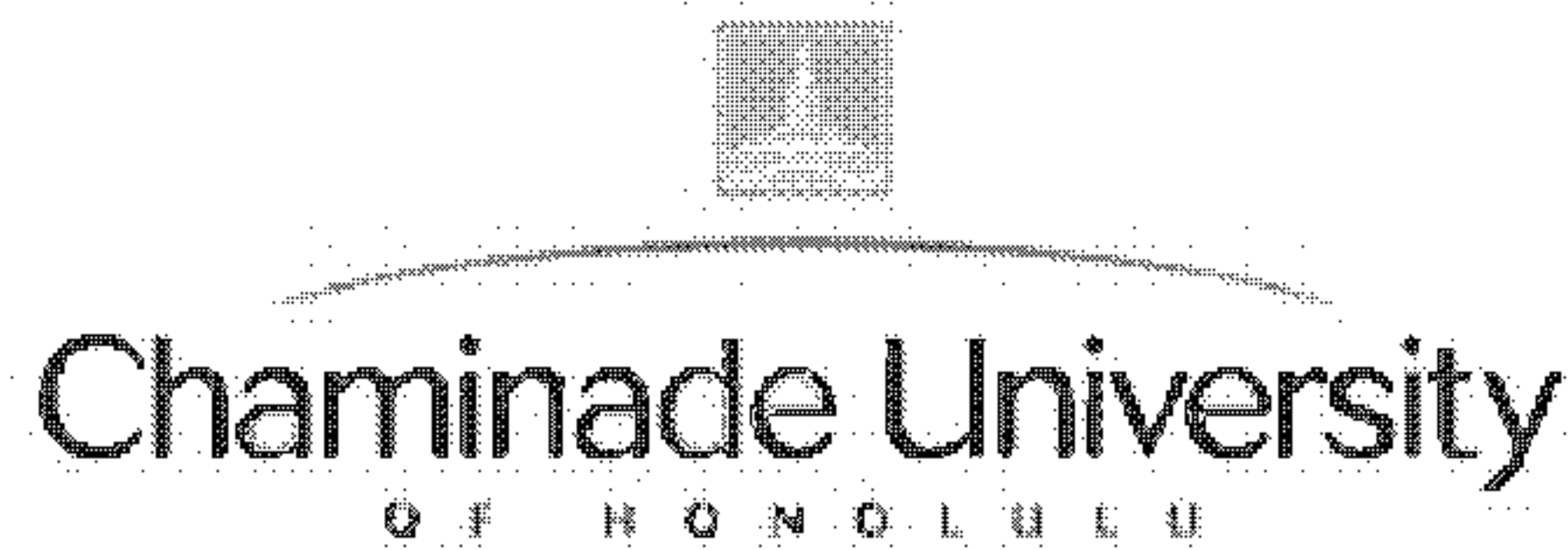
Thank you for your leadership in creating this unprecedented opportunity for states to focus deeply on high quality early learning and development systems and programs for children, birth to age five, with high needs and their families.

Sincerely,



Sterling K. Spelm  
President & Chief Executive Officer





September 28, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

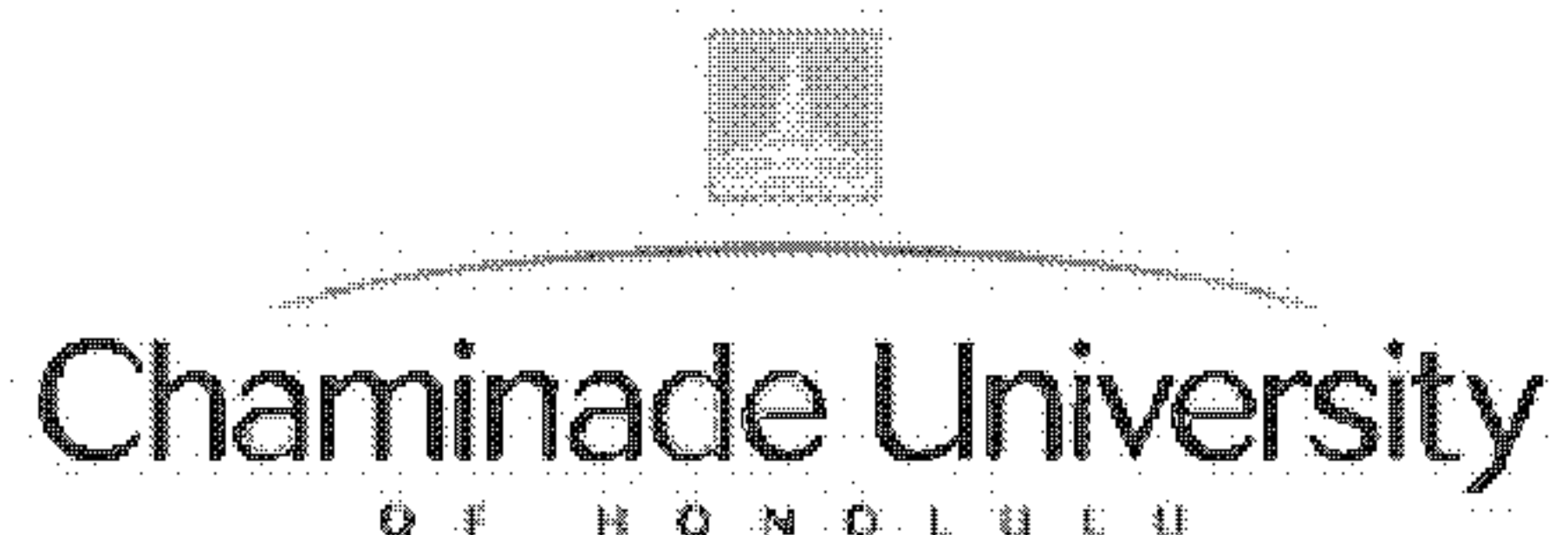
I am writing to express the strong support of our community at Chaminade University of Honolulu for Hawai'i's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

Chaminade University of Honolulu is a comprehensive private university in an urban setting, offers 22 four-year baccalaureate programs for full-time undergraduate students; three certificate programs; 5 two-year associate programs; 7 master's degree programs; and an array of evening and on-line programs for the associate of arts, associate in science, bachelor of arts, and bachelor of science degrees at various locations on the Hawai'i Islands. Chaminade University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, the nationally recognized agency for accreditation of post-secondary institutions in its area of the United States. Currently the enrollment is 2,701.

We understand that Hawai'i's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawai'i State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

The Chaminade University of Honolulu Education Division will collaborate with our state leaders in addressing five critical areas of reform mentioned above but especially in the areas of enhancing the size and quality of the early childhood education workforce. Chaminade University Early Childhood Education Program is a major contributor to the education of early childhood teachers in the State of Hawai'i. Chaminade University understands the necessity to provide distance (online) education to meet the needs of non-traditional demographics that make up the early childhood education community and we will collaborate to provide our experience in this area.





Another area of collaboration would be in bringing global perspective to the field of early childhood education by sharing opportunities and insights from global partnership in this field. Chaminade University is currently in the process of collaborating with China on an online Montessori teacher education program as well as cultural exchange programs through our University Lab School. We hope to learn and share knowledge gained from these experiences to enhance the cultural competence in the state of Hawai'i early childhood field.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawai'i's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in black ink that reads "Bernard J. Ploeger, SM".

Bro. Bernard J. Ploeger, SM, Ph.D.  
President

A handwritten signature in black ink that reads "Joseph M. Peters".

Joseph Peters, Ph.D.  
Dean of Education

A handwritten signature in black ink that reads "Elizabeth Park".

Elizabeth Park, M.Ed.  
Director of Early Childhood Education and Montessori Programs



**University of Hawai'i at Mānoa**  
**Center on Disability Studies**

1776 University Avenue UA 4-6, Honolulu, Hawaii 96822 Fax: (808) 956-7878  
 E-mail: cds@hawaii.edu Web: <http://www.cds.hawaii.edu>

September 19, 2011

The Honorable Arne Duncan, Secretary  
 U.S. Department of Education  
 400 Maryland Ave., S.W.  
 Washington, DC 20202

and

The Honorable Kathleen Sebelius, Secretary  
 U.S. Department of Health and Human Services  
 200 Independence Ave. S.W.  
 Washington, D.C. 20201

Aloha, Secretary Duncan and Secretary Sebelius:

The Center on Disability Studies (CDS) at the University of Hawaii at Manoa strongly supports the State of Hawaii's Race to the Top – Early Learning Challenge application.

The CDS was established nearly 25 years ago as a University Center of Excellence with the mission of promoting diverse abilities across the lifespan through interdisciplinary training, research, and service.

Over the years we have been involved in numerous initiatives on behalf of young children with disabilities and those at-risk for disabilities, including establishing the Maternal-Child Health LEND Program, working closely with the IDEA Part C system, initiating numerous early childhood universal screening programs, and advocating for the full inclusion of young children with disabilities to be educated with their typically developing peers. Many of our faculty have special expertise in early childhood and have been actively involved advocating for early childhood services and training early childhood providers.

We look forward to continued collaboration with a broad range of public and private agencies and stakeholders to achieve the ambitious yet achievable goals outlined in Hawaii's Early Learning Challenge application for the following key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on consistent and demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system collaborating with the state's P-20 system).

We are hopeful that you will announce Hawaii as a winner in the Early Childhood Learning competition to help us accelerate progress in creating early learning and development systems that effectively support children, especially those with high needs, enter kindergarten ready to learn and succeed in life.

Sincerely,

Robert Stodden, PhD  
 DIRECTOR and PROFESSOR

Center on the Family

College of Tropical Agriculture and Human Resources

September 30, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie:

I am writing to express the University of Hawai'i's Center on the Family's strong support for Hawai'i's application to the U.S. Department of Education for the Race to the Top – Early Learning Challenge grant.

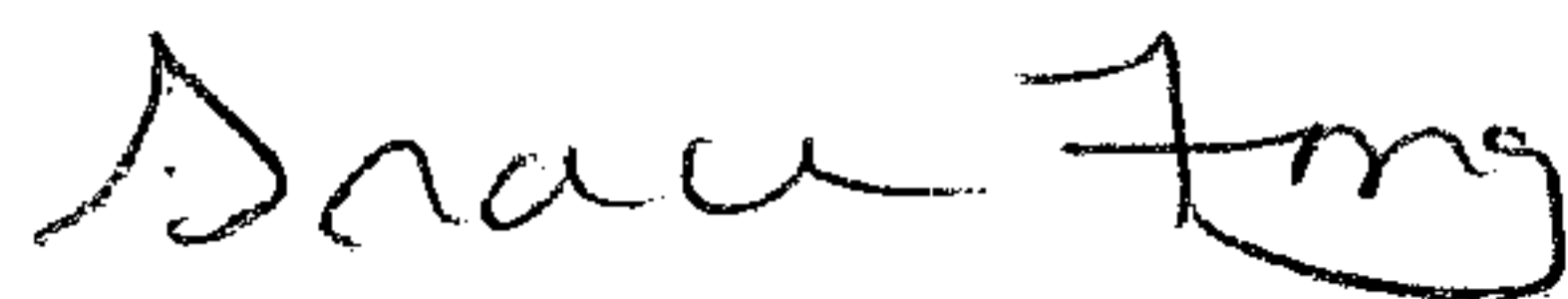
We understand that Hawai'i's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawai'i State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

The mission of the Center on the Family is to enhance the well-being of Hawaii's families through interdisciplinary research, education and community outreach. At the Center, we conduct applied and basic research on family issues; we generate and disseminate research-based information that increases public awareness of the status and well-being of Hawai'i's families, including their children and elders; and we collaborate with community organizations, governmental agencies and private businesses to strengthen the capacity of community organizations and systems that serve individuals and families. We find that the aims and desired outcomes of the Early Learning Challenge Grant application are consistent with the Center's mission. In fact, the Center has been very much involved in various aspects of the State's system building and reforms addressed by the grant application. The Center, in particular, has been and will continue to be a key partner and leader in the State's efforts to develop and implement a quality improvement rating system and in improving early learning and development outcomes for young children. We have provided numerous professional development trainings for early childhood care and education providers, and developed resources materials that are widely used throughout the State. We will continue to engage in these types of activities in support of on-going efforts to promote continuous quality improvement within our early learning system.



We look forward to continued productive collaboration as we collectively work to improve the quality of Hawai'i's early learning and development systems and to increase access to these systems for all of our children.

Sincerely,

A handwritten signature in cursive script that reads "Grace Fong".

Grace Fong, EdD  
Interim Director, Center on the Family

College of Education

Curriculum Research & Development Group (including University Laboratory School)

September 28, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, HI 96813

Subject: Letter of Support for Hawai'i Application for U.S. Department of Education's Race to the Top Early Learning Challenge Grant program (CFDA: 81.112)

Dear Governor Abercrombie:

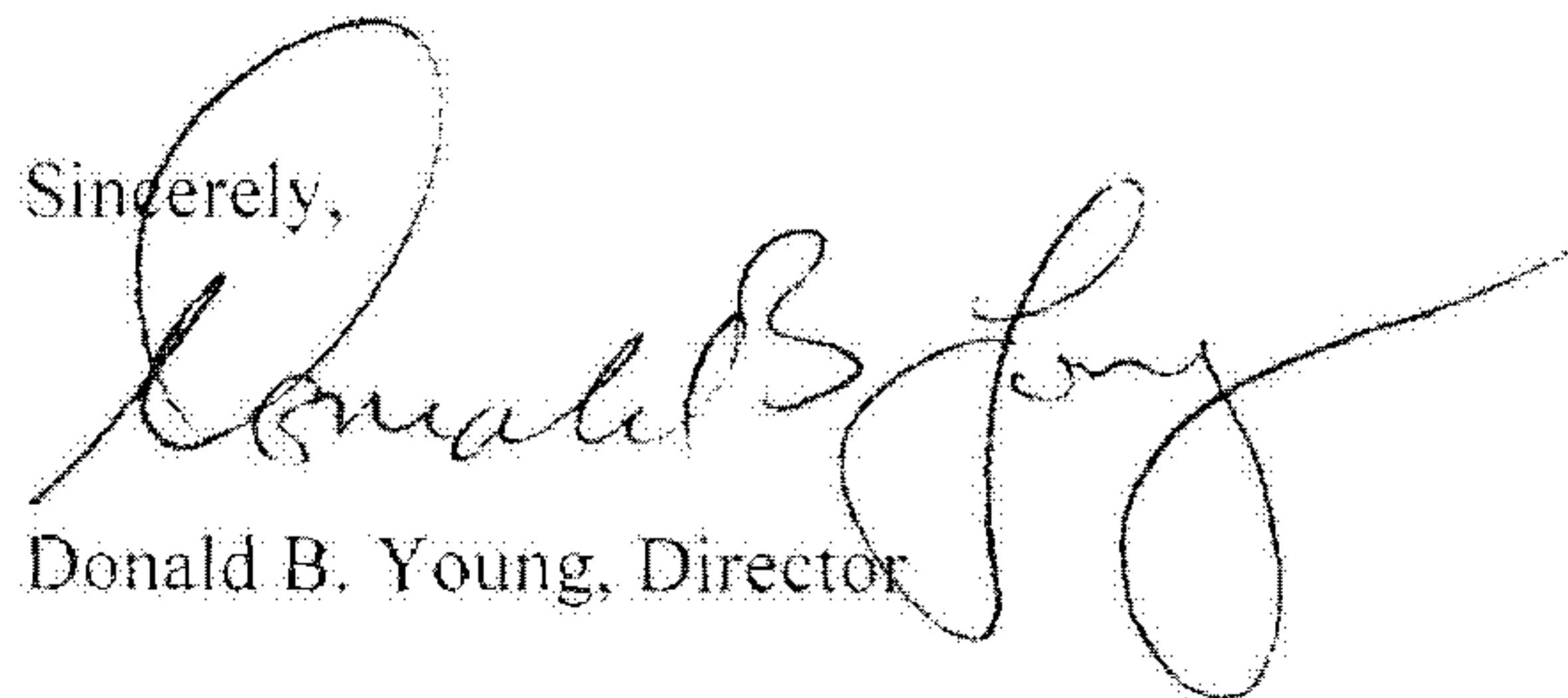
As Director of the Curriculum Research & Development Group (CRDG) in the College of Education at the University of Hawai'i, I am pleased to provide this letter of support for the Hawai'i application for the U.S. Department of Education's Race to the Top Early Learning Challenge grant program.

The CRDG, including its associated K-12 University Laboratory School, is an organized research unit established in 1966 whose mission is creating, evaluating, disseminating, and supporting quality educational programs for all students and teachers, preschool through grade 12. CRDG composes teams of teacher-researchers, scholars, evaluators, editors, publication specialists, and teacher trainers who work collaboratively with public and private school systems, universities, and other educational agencies to carry out its work. CRDG-developed programs are generally recognized as exemplary in their particular subject areas and are being used in the U.S. as well as experimentally in other countries.

One aspect of our work is researching and developing promising approaches to early childhood education including preK and elementary education, especially in STEM areas. For example, CRDG faculty developed the nationally recognized Developmental Approaches in Science, Health and Technology (DASH) program for elementary schools. DASH has been adapted for preschool children as well, engaging them in hands-on, inquiry-based science, health and technology. Our mathematics faculty have been researching the development of algebraic thinking among young children for the past 10 years, providing deep insights into how to improve mathematics instruction. Other studies have focused on gender differences as parents work with their children in mathematics problem solving.

We are pleased that the state is pursuing the RTTT-ELC opportunity and pledge our continued research and development efforts to contribute to and complement this statewide initiative.

Sincerely,



Donald B. Young, Director

September 28, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support of the University of Phoenix (UoPX) Hawaii Campus, College of Education, for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

The UoPX Hawaii Campus College of Education offers graduate degrees in education to those interested in becoming teachers. We understand the importance of learning and the need to offer education to all citizens, including our population of non-traditional adult learners. We also understand the need for early learning opportunities and heartily support early-childhood learning, since the foundation provided in those early years helps to create lifelong learners and engaged students.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

The University of Phoenix Hawaii Campus will support the state's early-learning initiative in whatever way it can. We have knowledgeable faculty, eager student teachers who yearn to make a difference in a keiki's life, and resources that can be used to support this effort. An educated world is a better world, and the University would like to be a part of helping to improve the level of early learning available in the State of Hawaii.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

*Dr. Deborah Hornsby (electronic signature)*

Dr. Deborah Hornsby  
Campus College Chair, College of Education  
University of Phoenix





96 Pu'uhonu Place  
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*Hawaiian Voyaging Science*

**Nluolahiki**

*Hawaiian Language Online*

**Pāpaho**

*Hawaiian Media*

21 September 2011

The Honorable Neil Abercrombie  
Governor, State of Hawai'i  
Executive Chambers, State Capitol  
Honolulu, Hawai'i 96813

Aloha Honorable Governor Abercrombie,

The 'Aha Pūnana Leo submits its letter of strong support for Hawai'i's application to the U.S. Department of Education for Race to the Top - Early Learning Challenge grant.

Hawai'i is distinct among the states in recognizing its Native American language as an official language and providing K-12 Hawaiian language medium public schooling in every one of its counties. As the only statewide provider of Hawaiian language medium preschools, the 'Aha Pūnana Leo ('APL) has a crucial role in the early childhood education of children entering Hawaiian language medium K-12 public school programs. The 'APL pioneered the establishment of Hawaiian language medium education and is the national model for Native American language immersion education called for in the USDE Blueprint For Reform. Together in a consortium with K-12 Ke Kula 'o Nāwahīokalani'ōpu'u laboratory school and Ka Haka 'Ula O Ke'elikōlani Hawaiian language college, we make up the first internationally accredited P-20 indigenous language medium education model of preschool through the doctorate degree in the world.

We understand that Hawai'i's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawai'i State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

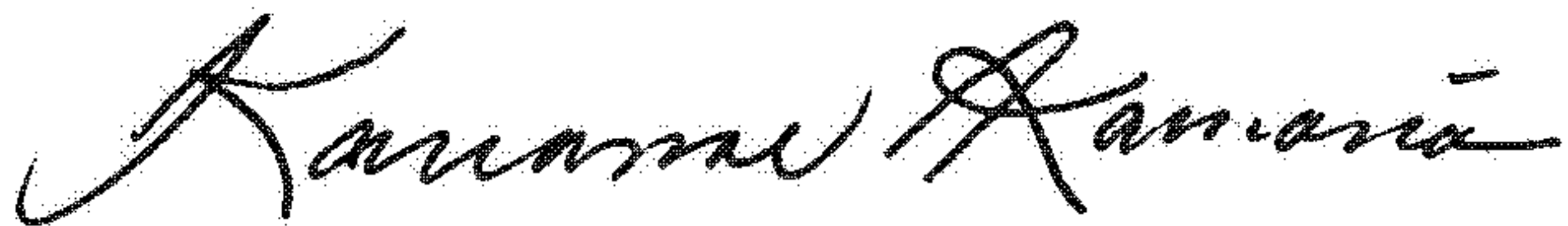
The 'Aha Pūnana Leo is committed to working in partnership with the state to provide Hawaiian medium early learning education. We commit to providing a quality curriculum based in Hawaiian traditions and pedagogy that makes Hawaiian medium preschools unique. We commit to providing training and professional development to staff. We commit to making family learning resources available to families. In addition we commit to providing assessments in Hawaiian to measure distinctive Hawaiian medium preschool readiness and to make available our database for longitudinal data collection. Furthermore, as the early education component, a critical component, of the only Hawaiian medium P-20 education program in the world, the 'Aha Pūnana Leo offers to advise the state in matters relative to

E O I a K a Ō I e l o H a w a i i

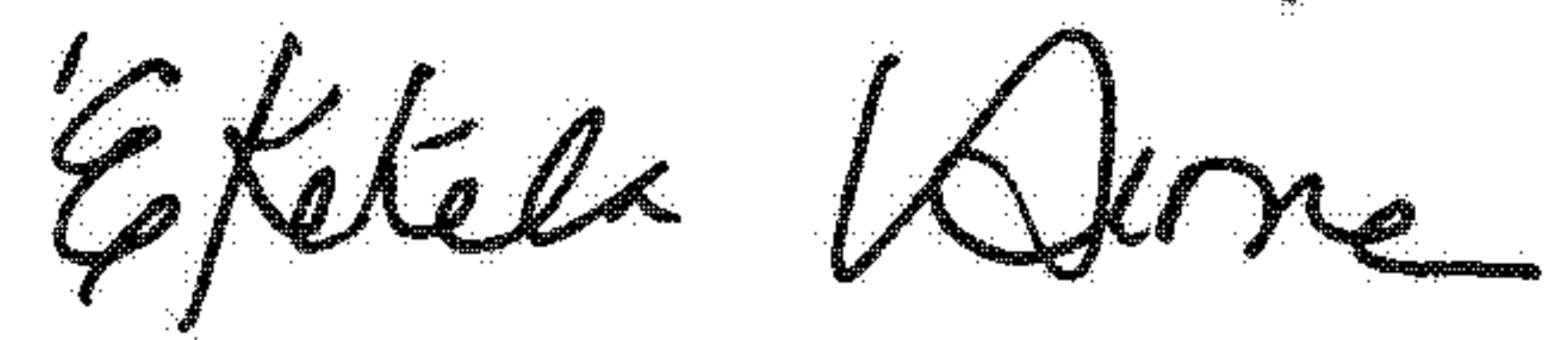
Hawaiian medium early learning education.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawai'i's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life.

Sincerely,



Kauano'e Kamanā  
Pelekikena



'Ekekela Aiona  
Luna Ho'okele





**LETTER OF SUPPORT**

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

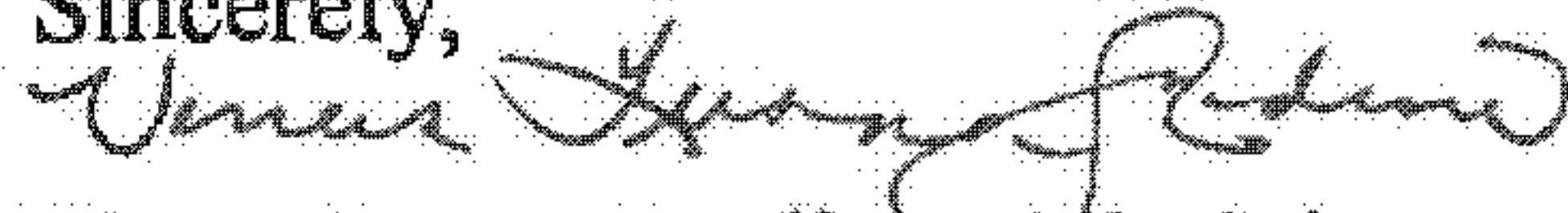
I am writing to express our strong support of ALU LIKE, Inc. for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

ALU LIKE, Inc. (ALI) is a nonprofit organization with 120 employees and offices located throughout the State of Hawaii that has assisted Native Hawaiians in their efforts to achieve social and economic self-sufficiency for 35 years.

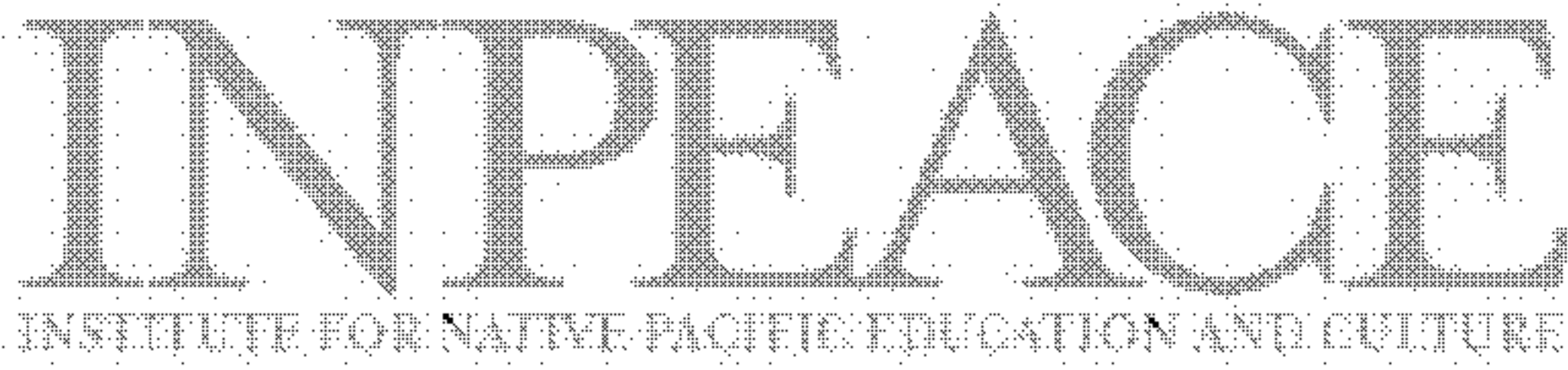
We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

ALI supports Hawaii's application to the USDOE and is committed to work with families and children through integration of quality activities that meet the educational needs of very young children. ALI will also collaborate with other ECE organizations and participate in work groups in connection to the P-20 system to achieve the goals per school/district.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,  
  
Venus Luana Jardine, Administrator  
ALU LIKE, Inc., Ho'okahua Department  
458 Keawe Street  
Honolulu, HI 96813





The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

This is a letter of **strong support** for the State of Hawai'i's application for Race To The Top – Early Learning Challenge funding (RTT-ELC). The Institute for Native Pacific Education and Culture (INPEACE) is committed to the vision and goals set forth in this application and we are excited about this opportunity for our state.

INPEACE is a Native Hawaiian educational organization that services over 2,500 children and families annually in some of the state's most vulnerable communities. We were established in 1994 to improve the quality of life for Native Hawaiians through community partnerships that provide educational opportunities and foster self-sufficiency. We focus our efforts around early childhood education, work force development and cultural land stewardship.

As a community-based organization with over 17 years of experience, we understand the unique needs of our community. We see the RTT-ELC as an incredible opportunity to build upon the efforts of Hawai'i's Early Learning Council to create a firm and comprehensive early learning system in our state that offers access, affordability, sustainability and cultural integrity for all of Hawai'i's children. We believe early childhood education is an integral part in improving our ethnically diverse island community.

We are committed to the vision and goals set forth in Hawai'i's Early Learning Challenge application that aim to close the school readiness gap between low-income Native Hawaiian children and many of their peers. Early Learning Challenge funds, combined with community partnerships, will catapult these efforts into a faster paced process.

INPEACE believes in the Hawaii Early Learning Challenge vision of preparing all young children, especially those with high needs, to enter kindergarten ready to learn and thrive. We are organized to provide our youngest children with learning opportunities by including families and community resources. We urge you to support this effort and approve Hawai'i's Early Learning Challenge application. Please feel free to contact me if you have any questions.

Mahalo nui!

A handwritten signature in black ink, appearing to read "C. Kanoelani Nāone".

C. Kanoelani Nāone, Ph.D., Chief Executive Officer



## KAMEHAMEHA SCHOOLS

October 10, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawai'i  
Executive Chambers, State Capitol  
Honolulu, Hawai'i 96813

*Re: Race to the Top Early Learning Challenge (RTT-ELC) Grant*

Aloha e Governor Abercrombie,

Kamehameha Schools (KS) is excited to support Hawai'i's application for the Race to the Top-Early Learning Challenge funding from the U.S. Department of Education. As you may know, Kamehameha Schools is a charitable educational trust whose mission is to provide educational opportunities to improve the capability and well-being of more people of Hawaiian ancestry.

In accordance with our Strategic Plan to expand lifelong educational options and its Educational Strategic Plan to enhance and sustain positive educational outcomes for greater numbers of Native Hawaiian children, KS has collaborated with various Hawaiian organizations and communities statewide to expand and diversify educational opportunities for more people of Hawaiian ancestry.

It is especially important during challenging financial times for every program provider dedicated to improving Native Hawaiian well-being to consider opportunities to work with others whose missions are in close alignment. The Early Learning Challenge grant will allow Hawai'i to gain critical resources to build on the strong foundation that has been established through private and public efforts by addressing five key areas of reform:

- 1) Enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawai'i State Department of Early Childhood);
- 2) Designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards;
- 3) Improving early learning and development outcomes, with a focus on children with high needs;
- 4) Enhancing the size and quality of the early childhood education workforce; and
- 5) Measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten) and a longitudinal data system collaborating with the state's P-20 system.

Kamehameha Schools has been supporting the important work and efforts of early childhood providers like Hawai'i Careers for Young Children (HCYC). We have provided financial support toward their program for the past six years and look forward to continuing this collaborative relationship in the years ahead. Therefore, KS is pleased that the Early Learning Challenge grant will build on the groundwork of HCYC greatly accelerate efforts to recruit, retain, and strengthen early childhood professionals across our state.

LTR-Governor re: FY 11-12 RTT ELC RFP CMP Support  
October 10, 2011  
Page 2 of 2

KS wishes you every success in your efforts to improve the quality of Hawai'i's early learning and development systems to enable all of our keiki to enter kindergarten ready to succeed in school and in life.

Me ka 'oia'i'o (Sincerely),

A handwritten signature in black ink, appearing to read "C. Pating", written over a horizontal line.

Christopher J. Pating, Vice President  
Strategic Planning & Implementation Group

cc: Theresa Lock





## Native Hawaiian Education Council

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September 21, 2011

The Honorable Neil Abercrombie  
 Governor, State of Hawaii  
 Executive Chambers, State Capitol  
 Honolulu, Hawaii 96813

Honorable Governor Abercrombie, Aloha!

The Native Hawaiian Education Council (NHEC) is writing to express our strong support for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

The Native Hawaiian Education Council was established by the ESEA (Elementary Secondary Education Act), Title VII, Part B – Native Hawaiian Education Act (NHEA) to carry out the purposes of the Act through the coordination of educational and related services and programs available to Native Hawaiians. By law, the Education Council is comprised of 21 members: 10 Native Hawaiian education service providers, 10 Native Hawaiian or Native education consumers, and a representative from OHA. Presently, 18 volunteer members comprise the Education Council.

The purpose of the Education Council is to:

- *Coordinate* the educational and related services and programs available to Native Hawaiians, including the programs assisted under the Act
- *Assess* the extent to which such services and programs meet the needs of Native Hawaiians and *collect* data on the status of Native Hawaiian education
- *Provide* direction and guidance through the issuance of reports and recommendations to appropriate Federal, State, and local agencies in order to focus and improve the use of resources relating to Native Hawaiian education and serve, where appropriate, in an advisory capacity.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

The Native Hawaiian Education Council recently completed its 2011 Needs Assessment Report focusing on the current educational needs of Native Hawaiians and meant to be a guide planning efforts and funding priorities for the next three years to the U.S. Department of Education. As one of the six priority strategies, NHEC recommends that NHEP funding should address *early childhood education services*. For this primary reason, NHEC supports the submittal of Hawaii's application and encourages the development of partnerships and collaboration with the many statewide community based organizations supporting early childhood educational development programs and services.



We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

O wau me ka ha'aha'a,



Dr. VerlieAnn Malina-Wright  
Chairperson  
Education Council



Paul P. Richards  
Executive Director  
Native Hawaiian Education Council







QUEEN LILI'UOKALANI CHILDREN'S CENTER  
LILI'UOKALANI TRUST

September 30, 2011

MAIN OFFICE  
1300 HALONA STREET  
HONOLULU, HI 96817  
PHONE 847-1302  
FAX 841-0502

HONOLULU UNIT  
1300-A HALONA STREET  
HONOLULU, HI 96817  
PHONE 847-1302  
FAX 841-6449

KO'OLAUPOKO UNIT  
46-316 HAIKU ROAD  
KANE'OHE, HI 96744  
PHONE 235-7613  
FAX 236-1948

WAI'ANAEOAST UNIT  
87-1876 FARRINGTON HIGHWAY  
WAI'ANAEO, HI 96792  
PHONE 668-2314  
FAX 668-8811

WINDWARD UNIT  
53-518 KAMEHAMEHA HIGHWAY  
HAU'ULA, HI 96717  
PHONE 293-8577  
FAX 293-5182

HILO UNIT  
919 ULULANI STREET  
HILO, HI 96720  
PHONE 935-9381  
FAX 969-7599

KONA UNIT  
74-5490 MAKALA BOULEVARD  
P.O. BOX 2819  
KAILUA-KONA, HI 96745  
PHONE 329-7336  
FAX 326-7587

MOLOKAI UNIT  
KAMEHAMEHA HIGHWAY  
P.O. BOX 55  
KAUNAKAKAI, HI 96748  
PHONE 553-5369  
FAX 553-5816

MAUI UNIT  
1791 WILI PA LOOP  
WAILUKU, HI 96793  
PHONE 242-8889  
FAX 242-1576

KAUAI UNIT  
4530 KALI ROAD  
LIHU'E, HI 96766  
PHONE 245-1873  
FAX 245-2167

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support of the Queen Lili'uokalani Children's Center (QLCC) for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant. QLCC was established by the Deed of Trust of Hawaii's last reigning monarch to serve orphan and destitute children in Hawaii, with preference to those of Hawaiian ancestry. Through the nine children's centers located throughout the State, QLCC offers individual grief counseling services, group support, cultural enrichment, and other services to help nurture and strengthen families in need.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

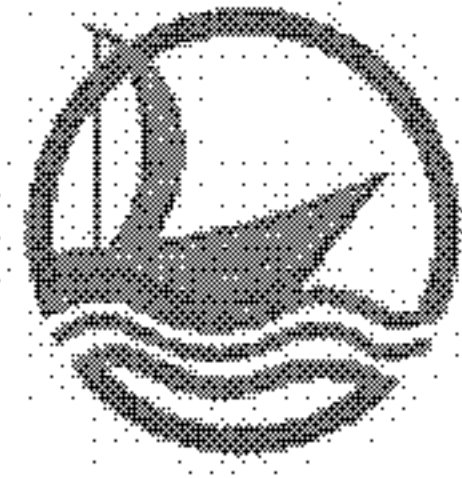
QLCC recognizes the value and importance of education in helping to strengthen and improve the quality of life of Hawaii's families. We operate at the community level, and welcome the opportunity to support the Department of Education and other community partners in improving the quality of education offered by our schools.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

Ben Henderson  
President and Executive Director





Economic  
Development  
Alliance  
of Hawaii

---

October 4, 2011

The Honorable Arne Duncan  
Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius  
Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

I am writing to express the strong support of the Economic Development Alliance of Hawaii (EDAH) for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

The Economic Development Alliance of Hawai'i is the state's private-sector leadership organization and economic development team. Its 290 members represent business and industry leaders, private landowners, non-profit agencies, indigenous and educational practitioners and other stakeholders who are building responsible, diversified economic development across the Hawaiian Islands.

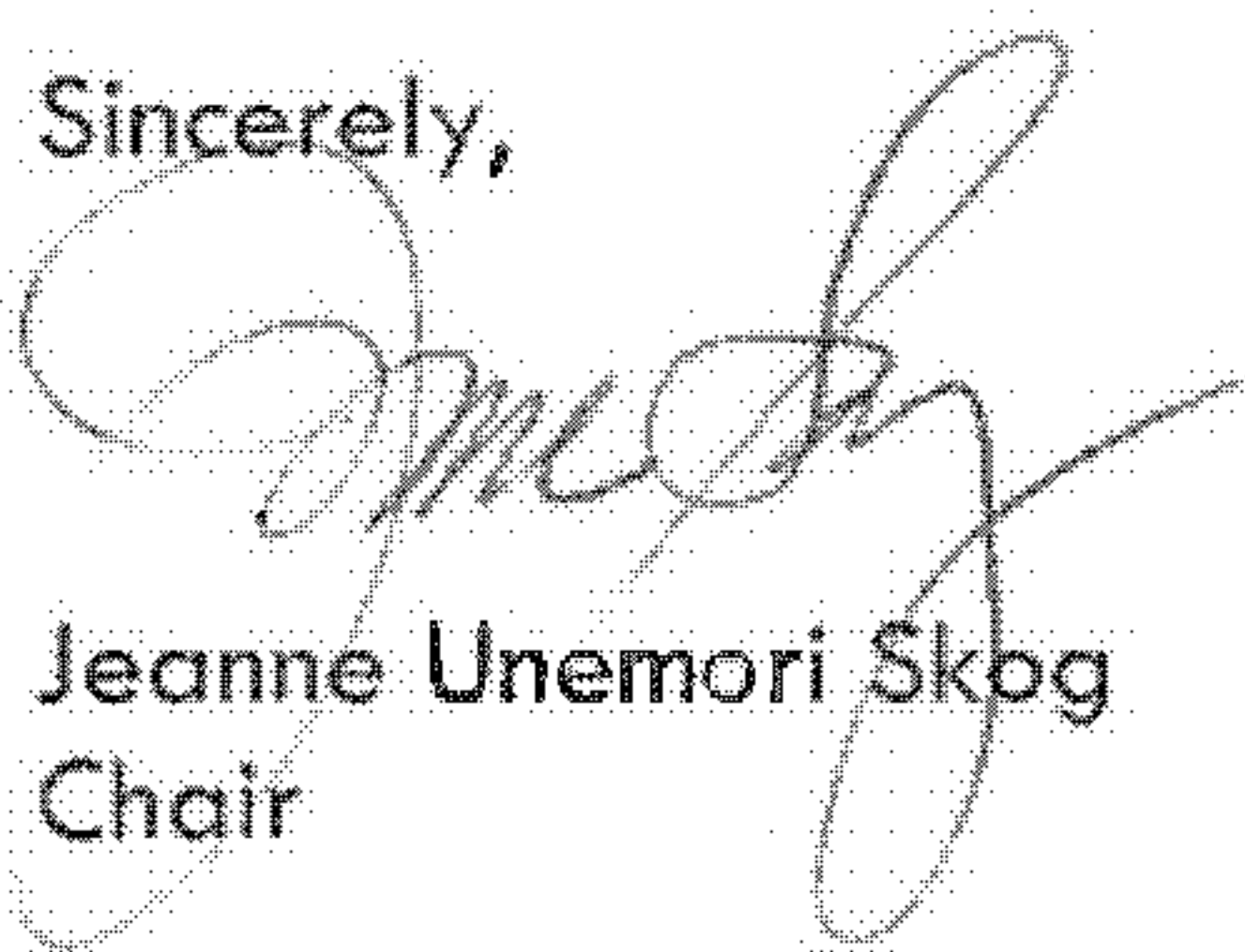
We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

The Honorable Arne Duncan  
The Honorable Kathleen Sebelius  
October 4, 2011  
Page 2

EDAH supports the efforts of the Hawaii application as our organization advocates for the improvement of the educational pipeline in Hawai'i, which spans classrooms and settings serving early childhood to higher education. Initiatives of this application are advancing efforts toward an aligned continuum of education, ensuring all students have the opportunity to achieve success. EDAH, through its membership of Economic Development Organizations on each Island is a conduit for community engagement around this very important plan.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jeanne Unemori Skog".

Jeanne Unemori Skog  
Chair



TEL:  
808-524-5161  
FAX:  
808-521-4120  
ADDRESS:  
1000 Bishop Street, Suite 301B  
Honolulu, HI 96813-4203

September 22, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support of the Hawaii Bankers Association (HBA) for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

HBA is a trade organization that represents all FDIC insured depository institutions doing business in Hawaii. Collectively, our banks play an important role in keeping Hawaii's business community vibrant. Our member banks are extremely involved in seeking solutions to Hawaii's community and business challenges.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

HBA realizes that implementation of these plans requires the active participation of many partners. Hawaii's banks will be here to help in whatever ways we can.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gary Y. Fujitani', is written over a horizontal line.

Gary Y. Fujitani  
Executive Director





1003 Bishop Street • Pauahi Tower • Suite 2630 • Honolulu, HI 96813

Phone: (808) 532-2244 • Fax: (808) 545-2025

**Chuck Sted**  
 Chairperson  
**Allen B. Uyeda**  
 Vice Chairman  
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 Mark B. Dunkerley  
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 Richard Rosenblum  
 Michele K. Saito  
 Rocco Sansone  
 Harry Saunders  
 Robert Taylor  
 Marc C. Tilker  
 Arthur A. Ushijima  
 Keith Vieira  
 Richard Wacker  
 Roger J. Wall  
 Jon C. Wallenstrom  
 Sharon Weiner  
 William J. Wilson  
 Robert W. Wo, Jr.  
 Eric K. Yeaman  
 Russell K. Young

September 23, 2011

The Honorable Arne Duncan, Secretary  
 U.S. Department of Education  
 400 Maryland Ave., S.W.  
 Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
 U.S. Department of Health and Human Services  
 200 Independence Ave. S.W.  
 Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

I am writing to express the strong support of the Hawaii Business Roundtable for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

The Roundtable is a statewide public policy organization made up of the CEOs and senior executives of the largest companies headquartered or maintaining significant operations in Hawaii. The Roundtable's mission is to promote the overall economic vitality and social health of Hawaii. The Roundtable also serves as a forum for the discussion of issues which are of wide community interest and could impact business.

For over 30 years, the Roundtable has worked hard for the interest of our children's education and well being. Our more recent involvement has been to focus on the rigorous improvements in education being led by the Hawaii P-20 Council and the Be My Voice! Hawai'i movement seeking grassroots support to create a comprehensive system of early childhood services.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).



1003 Bishop Street • Pauahi Tower • Suite 2630 • Honolulu, HI 96813

Phone: (808) 532-2244 • Fax: (808) 545-2025

The task ahead is a very difficult one that will take time. The Roundtable will continue to support the State and is prepared to work with all groups to achieve the goals they have set forth. Race to the Top – Early Learning Challenge Grant funding will provide Hawaii with the ability to take a major step forward but it is only one step. As we have committed to support the Be My Voice Movement on its journey ahead, we will commit to support the State as it takes the many steps in its journey in the days and years to come.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary K. Kai". The signature is fluid and cursive, with the first name "Gary" being the most prominent.

Gary K. Kai  
Executive Director

## HONOLULU JAPANESE CHAMBER OF COMMERCE

September 22, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

I am writing to express the strong support of the Honolulu Japanese Chamber of Commerce (HJCC) for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

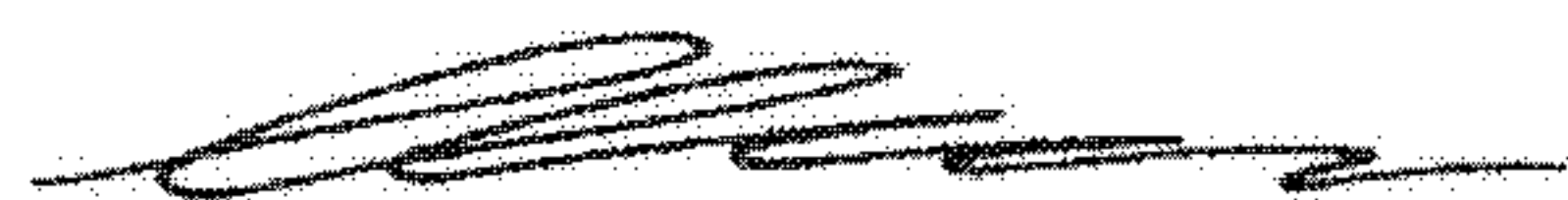
The HJCC, founded in 1900, is one of Honolulu's major business organizations with over 600 members from a cross-section representing the city's businesses, industries and professions. We have a long standing history of supporting public education and understand that a strong educational system is directly related to a prepared workforce.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

The Honolulu Japanese Chamber of Commerce wholeheartedly endorses Hawaii's application for a Race to the Top Early Learning Challenge grant.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,



Christine A. Kubota  
Chair of the Board



Wayne T. Ishihara  
President

2454 South Beretania Street, Suite 201  
Honolulu, Hawaii 96826

Tel: [808] 949-5531  
Fax: [808] 949-3020  
Web: [www.honolulujapanesechamber.org](http://www.honolulujapanesechamber.org)





*The Chamber of  
Commerce of Hawaii*

*Since 1850*

October 6, 2011

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Ave. S.W.  
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

I am writing to express the strong support of The Chamber of Commerce of Hawaii for Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant. The Chamber of Commerce of Hawaii represents 1,000 companies in the state of Hawaii, with an employment base of over 200,000 people.

We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

Because of the relationship between the early learning process and its eventual impact on workforce development, The Chamber of Commerce of Hawaii is a staunch advocate of this application. Through our Chamber membership, we will help in the collaboration, communication and coordination of this most worthwhile and needed initiative.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

James C. Tollefson  
President & CEO



HAWAII GOVERNMENT EMPLOYEES ASSOCIATION  
AFSCME Local 152, AFL-CIO

RANDY PERREIRA, Executive Director • Tel: 808.543.0011 • Fax: 808.528.0922

September 28, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, HI 96813

Dear Governor Abercrombie:

On behalf of the Hawaii Government Employees Association (HGEA), I am writing to convey strong support for the Hawaii Department of Education's (DOE) grant application to the United States Department of Education for funding of the *Race To The Top - Early Learning Challenge (RTTT-ELC)*.

HGEA/AFSCME Local 152, AFL-CIO, is Hawaii's largest union with more than 42,489 members statewide. HGEA represents a diverse group of state and county government employees in seven bargaining units, including the school system's principals and vice principals in Bargaining Unit 6 (educational officers).

The proposed *Race To The Top - Early Learning Challenge* application will allow Hawaii to address five key areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementation a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and developmental outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

Our organization has had meetings with the DOE to discuss reforms within the Zones of Innovation. While the parties are committed to work towards system change within the DOE, the commitment of the Employer to develop and implement systemic change is critical for success in implementing the changes necessary to improve the future of K-12 public education in the State of Hawaii. This grant will certainly serve to enhance these efforts by improving early childhood education.



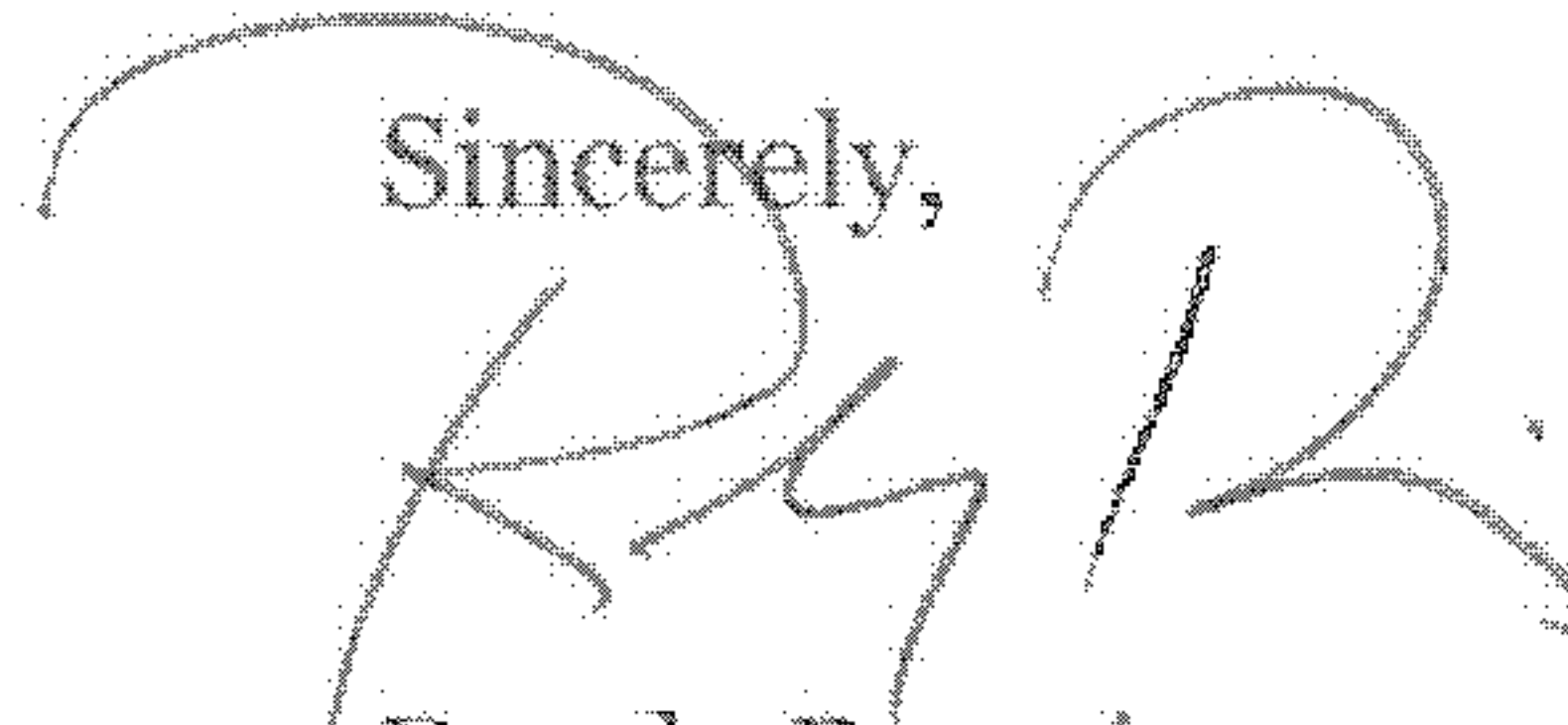
The Honorable Neil Abercrombie

September 28, 2011

Page 2

HGEA remains committed to preserving and advancing employee rights and benefits through collective bargaining, legislative advocacy and political action to improve the lives of our children and people of Hawaii.

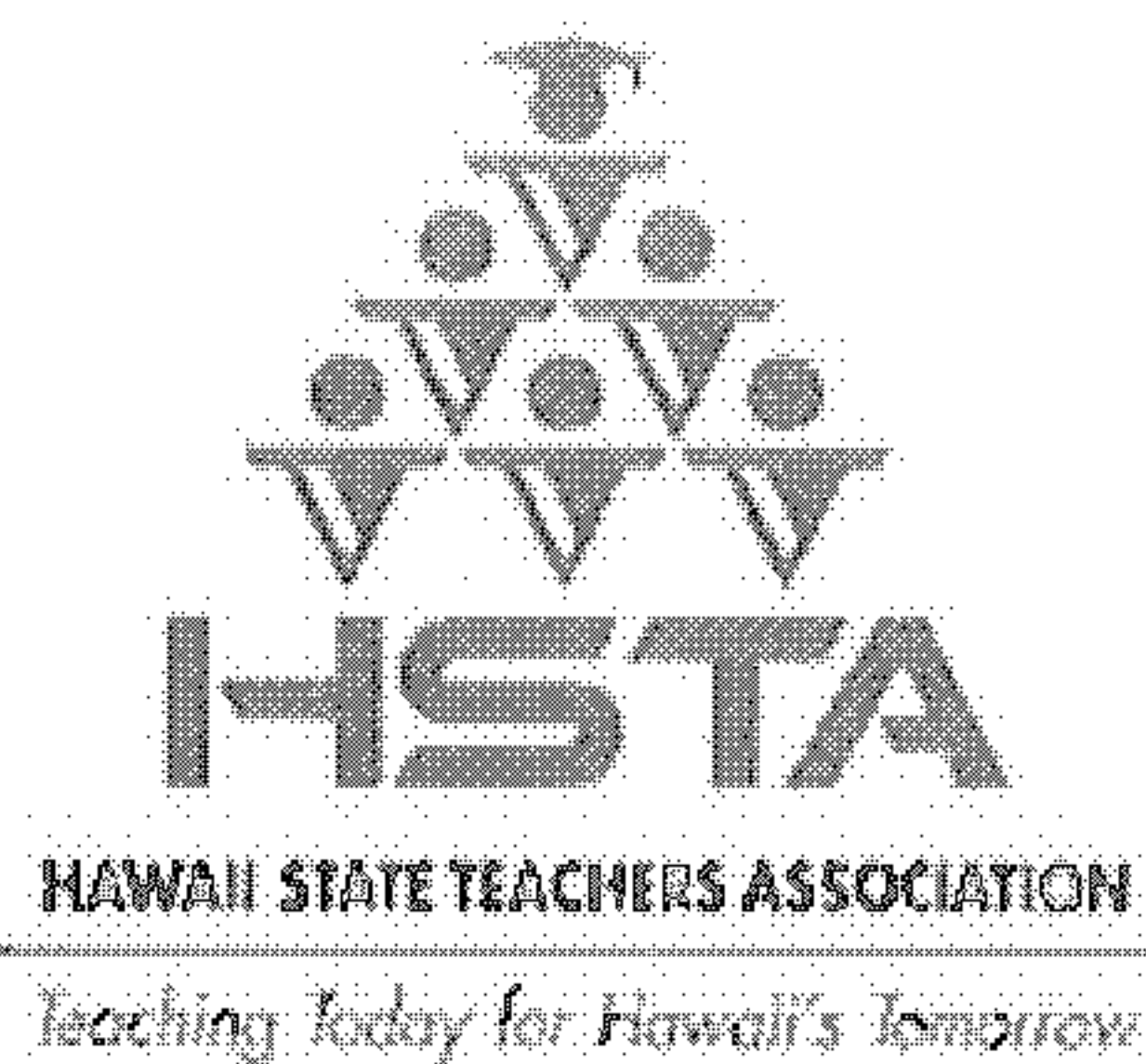
Sincerely,

A handwritten signature in black ink, appearing to read "Randy Perreira". The signature is fluid and cursive, with a large initial "R" and "P".

Randy Perreira  
Executive Director

RP:sf





1200 Ala Kapuna Street • Honolulu, Hawaii 96819  
Tel: (808) 833-2711 • Fax: (808) 839-7106 • Web: www.hsta.org

September 29, 2011

**Wil Okabe**  
President

**Karolyn Mossman**  
Vice President

**Joan Kamila Lewis**  
Secretary-Treasurer

**Alvin Nagasako**  
Executive Director

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie:

I am writing to express the strong support of the Hawaii State Teachers Association (HSTA) for Hawaii's application to the U.S. Department of Education for Race to the Top-Early Learning Challenge grant.

The Hawaii State Teachers Association, which is an affiliate of the National Education Association (NEA), is the exclusive representative of Hawaii's 12,500 public school teachers. HSTA strongly supports Hawaii's Early Challenge application request to the U.S. Department of Education. There is possibly no other union or membership organization that has the potential and power to improve public education in Hawaii than HSTA.

Research has consistently validated the critical importance of early learning opportunities for all students. Students from high needs geographic locations continue to lag behind in academic achievement in K-12 schools. We support the integration of programs and policies that make for a robust system of early learning that is focused on best practices that are coherent and integrated into a seamless system that supports the transition to K-12 education. The NEA recommends that all three- and four-year old children have access to high quality, publically funded, universal prekindergarten programs. In the cases where funding is inadequate or does not exist, priority should be given to children from low income communities. The NEA urges states to make high quality early childhood education programs a priority and consider them as an integral part of the education continuum.

The grant opportunity will provide the catalyst and the resources to address the growing achievement gap among our high needs students. In addition, the data garnered from a longitudinal study will provide the state with valuable information in our effort to create a sustainable intervention system that impacts all of our students.

HSTA has partnered with the Hawaii Department of Education in the 2010 Race to the top grant. We are committed to working with the DOE to help close the achievement gap for students in the state, beginning with the 2 school Zones of Innovation. Early learning for students living in high needs geographic location is critical for a child's success in K-12 education.

The Honorable Neil Abercrombie


Page 2

September 29, 2011

Teacher training and mentoring continue to be key elements for teacher success and student learning. HSTA has committed to being a partner with the schools in the Zones of Innovation and will continue to work collaboratively with the DOE to help close the achievement gap. HSTA can partner with the DOE to assist with teacher training and teacher preparation to support the transition of preschool children into our public schools.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.

Sincerely,

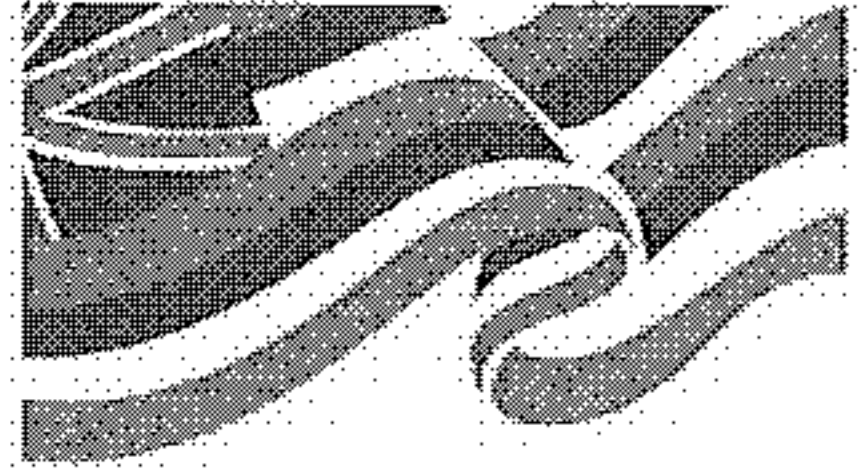
A handwritten signature in black ink, appearing to read "Wil Okabe". The signature is fluid and cursive, with a long horizontal stroke at the end.

Wil Okabe  
President

copy: Alvin Nagasako, HSTA  
Georgiana Alvaro, HSTA



The Pacific Resource  
**PARTNERSHIP**



September 29, 2011

The Honorable Neil Abercrombie  
Governor, State of Hawaii  
Executive Chambers, State Capitol  
Honolulu, Hawaii 96813

Dear Governor Abercrombie,

The Pacific Resource Partnership (PRP) is writing to express its strong support of Hawaii's application to the U.S. Department of Education for Race to the Top – Early Learning Challenge grant.

PRP is a labor-management consortium representing over 240 signatory contractors and 5,500 members of the Hawaii Carpenters Union. PRP supports the goals of the HIDOE as outlined in the Race to the Top application.

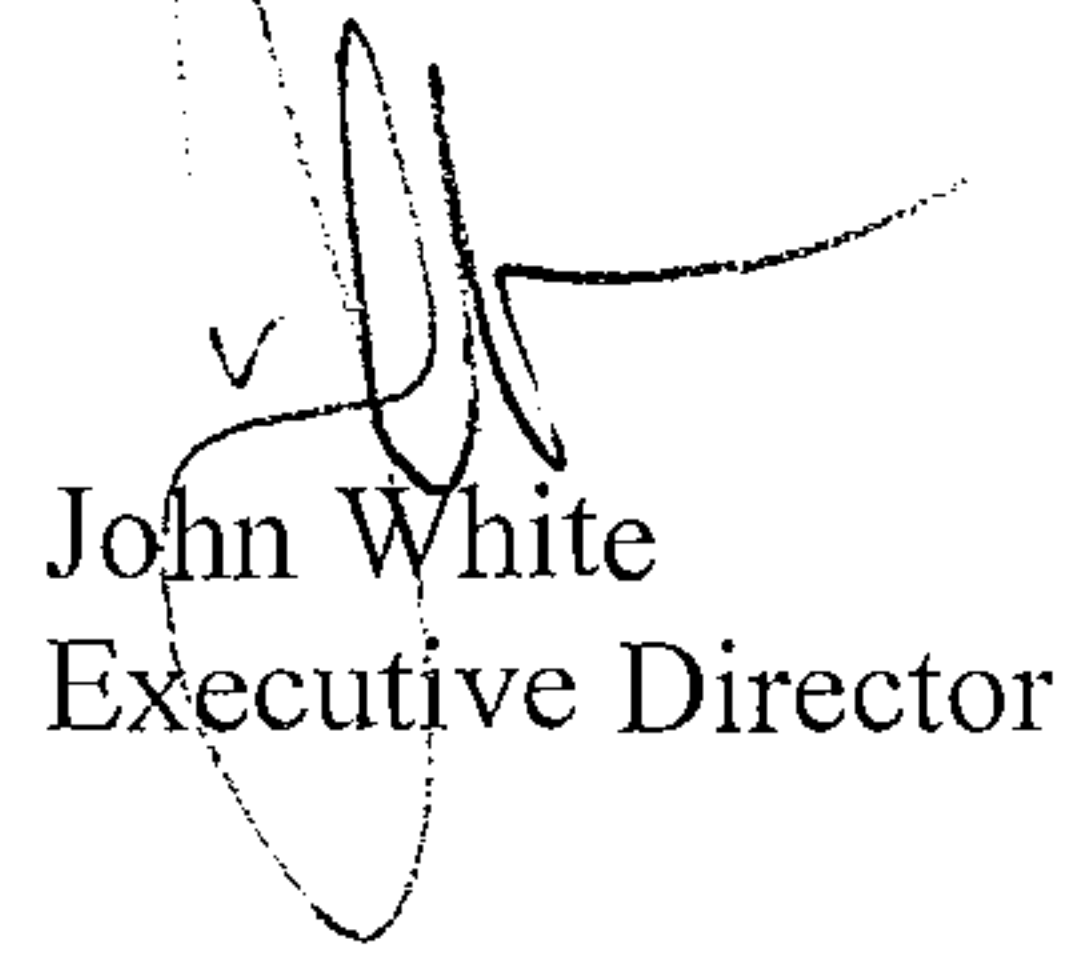
We understand that Hawaii's Early Learning Challenge application proposes a collaborative and systematic approach to addressing five critical areas of reform: (1) enhancing the integration and coordination of programs, policies, and services (in part through establishment of a Hawaii State Department of Early Childhood), (2) designing and implementing a tiered quality rating and improvement system based on demanding statewide program standards, (3) improving early learning and development outcomes, with a focus on children with high needs, (4) enhancing the size and quality of the early childhood education workforce, and (5) measuring outcomes and progress (mainly through a validated assessment at entry to kindergarten and a longitudinal data system connected to the state's P-20 system).

A requirement for acceptance to the Carpenters Apprenticeship program is a basic math test. Nearly 50% of the students taking the test fail. Students need to be better prepared to enter the workforce. Given that statistic, PRP organized and sponsored a teacher internship program for high school educators. A program created to provide professional development for teachers and/or counselors to experience the work and skills that are required in the construction industry. The premise of the program is to educate teachers and counselors on the industry, and in turn, they educate and prepare students for future careers in the third largest industry in Hawaii - construction.

We look forward to continued productive collaboration in improving the quality and accessibility of Hawaii's early learning and development systems so all of our children, including those with high needs, are ready to succeed in school and in life when they enter kindergarten.



Sincerely,

A handwritten signature in black ink, appearing to be 'John White', with a large, sweeping flourish extending to the right. The signature is positioned above the printed name and title.

John White  
Executive Director



Hawai'i Early  
Learning Council's

System  
Requirements:

**Framework for  
a Comprehensive  
Early Childhood  
System**

**Build and Support  
Partnerships**

**Fund and Invest**

**Develop Policy**

**Build Public Engagement**

**Share Accountability**

**Generate Education and  
Leadership Opportunities**

(b)(6)



**GOAL:** All children are valued, safe, healthy, and ready to succeed

## S T R A T E G I E S

### Early Education & Care

High quality early learning programs are available, affordable, and accessible for all children, birth to kindergarten entry, and address children's diverse abilities and needs.

- Evaluate and reward high quality programs through Quality, Rating and Improvement System (QRIS) development and tiered reimbursement system

- Make funding available for facility renovation and infrastructure upgrades

- Monitor children's progress through ongoing assessment

- Identify and adopt common tools to measure growth, development and Kindergarten readiness; provide training

- Promote awareness of importance of early learning and types of program options available

- Utilize Hawaii's Early Learning & Development Standards as a tool to enhance program quality

- Develop on-site supports (coaches, mentors, itinerant special education personnel) to address children's diverse abilities and needs

- Develop school transition teams (including parents) to annually review effectiveness of policies and practices

### Health

Access to a comprehensive array of health services is available, including prenatal, vision, hearing, nutrition, oral health, behavioral, and medical services.

- Engage in consumer health insurance education and enrollment campaign

- Link families to community health centers and low-cost clinics

- Expand screening activities statewide

- Increase parent and practitioner awareness of early identification and referral

- Build a network of child care health consultants and early interventionists for on-site support to early learning programs

- Promote Medicaid reimbursement for children's behavioral health services

- Enhance health and safety standards in child care licensing regulations

- Incorporate health and safety standards into daily routines

### Parent Education & Family Support

Parenting and child development information, and economic and social services and supports are available and utilized to ensure positive adult/child relationships and family strengthening.

- Provide families with information and tools to strengthen family involvement in children's growth and development

- Increase awareness of factors impacting children's health, safety and well-being

- Increase and strengthen parent networks

- Develop capacity within the early learning system to engage in family support

- Strengthen and support family leadership through effective training models

- Provide opportunities for parent leadership in early learning settings, communities, and advocacy

- Advise employers in developing family-friendly policies

### Workforce & Professional Development

A comprehensive workforce development system is in place, including professional development supports, that ensures Hawaii's children are cared for by highly effective practitioners who are fairly compensated.

- Increase availability of, and access to, higher education courses and community-based training in all communities

- Create information clearinghouse and website

- Develop a credentialing system for all early learning practitioners

- Establish guidelines for a career lattice and framework for compensation

- Establish a dedicated funding source for professional development incentives and compensation

- Promote staff professional development plans in all settings

- Enhance application of professional development content through on-site consultation and training supports



# GOAL: All children are valued, safe, healthy, and ready to succeed

## O U T C O M E S

### Early Education & Care

High quality early learning programs are available, affordable, and accessible for all children, birth to kindergarten entry, and address children's diverse abilities and needs.

- Increase in programs accredited or engaged in quality improvement, as defined by a standards-based quality system

- Increase in children participating in quality early learning programs, including under-represented and special populations

- Increase in parent choice promoted through a variety of program settings (center-base, home-base, family/child interaction learning, and family child care) in all communities

- Increase in availability of subsidies for families who cannot afford tuition costs

- Increase in children who are ready for school

- Increase in early learning settings and schools (public and private) implementing effective transition policies

### Health

Access to a comprehensive array of health services is available, including prenatal, vision, hearing, nutrition, oral health, behavioral, and medical services.

- Increase in children who have consistent medical/dental insurance coverage and utilize services as needed

- Increase in children with medical homes receiving recommended primary and preventive care

- Increase in children who are fully immunized

- Increase in children screened for developmental, behavioral, vision and hearing prior to kindergarten entry

- Increase in children receiving appropriate and coordinated behavioral health services (for social-emotional concerns)

- Increase in children with dental homes

- Increase in women receiving prenatal care

- Increase in parents who recognize potential health and/or developmental issues and connect to appropriate resources

- Increase in early learning settings that promote health, safety and well-being

### Parent Education & Family Support

Parenting and child development information, and economic and social services and supports are available and utilized to ensure positive adult/child relationships and family strengthening.

- Increase in families provided information on healthy child development and supportive services

- Increase in families able to support children's healthy development and/or know where to go for needed information and services

- Increase in children living in safe, stable and supportive families (decrease in child abuse and neglect)

- Increase in families whose basic needs are met in a timely and coordinated manner

- Decrease in children who are living in poverty and/or homelessness

- Increased parent engagement and leadership is evident at the program, community and policy levels

- Policies in the workplace support families

### Workforce & Professional Development

A comprehensive workforce development system is in place, including professional development supports, that ensures Hawaii's children are cared for by highly effective practitioners who are fairly compensated.

- Increase in qualified and effective professionals in early learning programs and settings in all communities

- Increase in early childhood practitioners whose compensation is commensurate with other jobs, roles and positions that require similar education, experiences, and responsibilities

- Increase in retention rates for practitioners

- Increase in professional development supports (i.e., outreach efforts, career advising, diverse delivery methods, and financial assistance) in all communities

- Increase in assistance to employers to support professional development activities of staff



## Hawaii's Early Learning Council Provides a Framework That:

- Recognizes the needs of the whole child, the family, and the practitioner.
- Represents a collective vision for a comprehensive early childhood system.
- Focuses on specific measurable outcomes.
- Guides, organizes, and focuses the actions and accountability of the Early Learning Council and public/private stakeholders.

## The Work is Guided by the Following Assumptions:

- Framework focuses on children prenatal to age 5.
- Quality early learning occurs in a variety of settings.
- Caring interactions between adults and children are essential to optimal learning.
- Strategies seek to assure increased access, quality, and equity for all children and their families.
- Participation in the early childhood system is voluntary.
- Diversity in cultures, languages, and abilities requires recognition and response.
- Data is utilized for decision-making and assuring accountability.
- Collaborative partnerships are used to leverage resources.
- Early care, health and school readiness are acknowledged as major contributors of economic growth.
- System building is incremental and requires long-term commitment.

(b)(6)

HAWAII  
EARLY LEARNING COUNCIL

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PHOTOS COURTESY OF  
INPEACE AND  
GOOD BEGINNINGS ALLIANCE



*STATE of HAWAII*

Hawaii Early Learning Standards

(DRAFT 06/07/2011)

Developed by Good Beginnings Alliance in partnership with the  
Hawaii Department of Human Services

With support from the Hawaii Department of Education  
Hawaii Head Start Collaboration Office  
University of Hawaii at Manoa  
Kamehameha Schools

Hawaii Association for the Education of Young Children  
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Table 1. The Tools (dimension or subscale) and Assessments that Measure Identified QRIS Quality Elements

Quality Elements	Early Childhood Environment Rating Scale-Revised (ECERS-R)  Infant Toddler Environment Rating Scale-Revised (ITERS-R)  Family Childcare Environment Rating Scale (FCCERS-R)	Classroom Assessment Scoring System (CLASS)	Program Administration Scale (PAS)  Business Administration Scale for Family Child Care (BAS)	National Association for the Education of Young Children (NAEYC) Accreditation	National Association for Family Child Care (NAFCC) Accreditation
<b>Early Childhood Care and Education</b>					
Child/Teacher Interactions	<i>Language-Reasoning/ Listening and Talking</i>  <i>Interaction</i>	<i>Behavior Management</i>  <i>Productivity</i>  <i>Quality of Feedback</i>  <i>Language Modeling</i>		<i>Teaching (3)</i>	<i>Relationships (Provider with Children)</i>
Curriculum	<i>Personal Care Routines</i>  <i>Activities</i>  <i>Program Structure</i>	<i>Concept Development</i>		<i>Curriculum (2)</i>	<i>Developmental Learning Activities</i>
Child Assessment			<i>Child Assessment (PAS)</i>	<i>Assessment of Child Progress (4)</i>	<i>Developmental Learning Activities</i>
Mental Health		<i>Positive Climate</i> <i>Negative Climate</i> <i>Teacher Sensitivity</i> <i>Regard for Student Perspectives</i>		<i>Relationships (1)</i>	<i>Developmental Learning Activities</i>

Quality Elements	Early Childhood Environment Rating Scale-Revised (ECERS-R)  Infant Toddler Environment Rating Scale-Revised (ITERS-R)  Family Childcare Environment Rating Scale (FCCERS-R)	Classroom Assessment Scoring System (CLASS)	Program Administration Scale (PAS)  Business Administration Scale for Family Child Care (BAS)	National Association for the Education of Young Children (NAEYC) Accreditation	National Association for Family Child Care (NAFCC) Accreditation
Environment	<i>Space &amp; Furnishing</i>	<i>Instructional Learning Formats</i>		<i>Physical Environment (9)</i>	<i>Environment</i>
<b>Family Partnerships</b>					
Policies	<i>Parents &amp; Staff/ Parents &amp; Provider</i>			<i>Families (7)</i>	<i>Relationships (Provider with Parents &amp; Families)</i>
Resources & Education	<i>Parents &amp; Staff/ Parents &amp; Provider</i>			<i>Families (7)</i>	<i>Relationships (Provider with Parents &amp; Families)</i>
Communication	<i>Parents &amp; Staff/ Parents &amp; Provider</i>		<i>Family Partnerships (PAS)</i>  <i>Provider-Parent Communication (BAS)</i>	<i>Families (7)</i>	<i>Relationships (Provider with Parents &amp; Families)</i>
Involvement	<i>Parents &amp; Staff/ Parents &amp; Provider</i>		<i>Family Partnerships (PAS)</i>	<i>Families (7)</i>	<i>Relationships (Provider with Parents &amp; Families)</i>
Outside Family Support Resources	<i>Parents &amp; Staff/ Parents &amp; Provider</i>		<i>Community Resources (BAS)</i>	<i>Community Relationships (8)</i>	

Quality Elements	Early Childhood Environment Rating Scale-Revised (ECERS-R)  Infant Toddler Environment	Classroom Assessment Scoring System (CLASS)	Program Administration Scale (PAS)  Business Administration	National Association for the Education of Young Children	National Association for Family Child Care (NAFCC) Accreditation
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	Rating Scale-Revised (ITERS-R) Family Childcare Environment Rating Scale (FCCERS-R)		Scale for Family Child Care (BAS)	(NAEYC) Accreditation	
<b>Diversity and Inclusion</b>					
Materials	<i>Space &amp; Furnishing</i>		<i>Child Assessment (PAS)</i>	<i>Physical Environment (9)</i>	<i>Relationships</i>
Activities	<i>Activities</i> <i>Program Structure</i>			<i>Teaching (3)</i>	<i>Relationships</i>
Child/Teacher Interactions	<i>Interaction</i>			<i>Relationships (1)</i>	<i>Relationships</i>
Staff Training	<i>Parents &amp; Staff/ Parents &amp; Provider</i>			<i>Teachers (6)</i>	<i>Professional &amp; Business Practices</i>
Family Involvement	<i>Program Structure</i>		<i>Family Partnerships (PAS)</i>	<i>Families (7)</i>	<i>Relationships</i>
<b>Staff Qualifications</b>					
Teacher Qualifications			<i>Staff Qualifications (PAS)</i> <i>Qualifications &amp; Professional Development (BAS)</i>	<i>Teachers (6)</i>	
Director Qualifications			<i>Staff Qualifications (PAS)</i>	<i>Teachers (6)</i>	

Quality Elements	Early Childhood Environment Rating Scale-Revised (ECERS-R)  Infant Toddler Environment Rating Scale-Revised (ITERS-R)  Family Childcare Environment Rating Scale (FCCERS-R)	Classroom Assessment Scoring System (CLASS)	Program Administration Scale (PAS)  Business Administration Scale for Family Child Care (BAS)	National Association for the Education of Young Children (NAEYC) Accreditation	National Association for Family Child Care (NAFCC) Accreditation
Director Qualifications (continued)			<i>Qualifications &amp; Professional Development (BAS)</i>		
Individual Professional Development Opportunities	<i>Parents &amp; Staff/ Parents &amp; Provider</i>		<i>Human Resource Development (PAS)</i>	<i>Teachers (6)</i>	
<b>Program Design and Management</b>					
Classroom Size and Ratios			<i>Personnel Cost &amp; Allocation (PAS)  Work Environment (BAS)</i>	<i>Leadership &amp; Management (10)</i>	
Staff Compensation	<i>Parents &amp; Staff/ Parents &amp; Provider</i>		<i>Human Resource Development (PAS)  Income &amp; Benefits (BAS)</i>	<i>Leadership &amp; Management (10)</i>	
Self-Assessment Mechanisms			<i>Program Planning &amp; Evaluation (PAS)</i>	<i>Leadership &amp; Management (10)</i>	<i>Professional &amp; Business Practices</i>



Quality Elements	Early Childhood Environment Rating Scale-Revised (ECERS-R)  Infant Toddler Environment Rating Scale-Revised (ITERS-R)  Family Childcare Environment Rating Scale (FCCERS-R)	Classroom Assessment Scoring System (CLASS)	Program Administration Scale (PAS)  Business Administration Scale for Family Child Care (BAS)	National Association for the Education of Young Children (NAEYC) Accreditation	National Association for Family Child Care (NAFCC) Accreditation
Staff Development Plan	<i>Parents &amp; Staff/ Parents &amp; Provider</i>		<i>Human Resource Development (PAS)</i>  <i>Provider as Employer (BAS)</i>	<i>Leadership &amp; Management (10)</i>	<i>Professional &amp; Business Practices</i>
Policies and Procedures			<i>Human Resource Development (PAS)</i>  <i>Center Operations (PAS)</i>  <i>Fiscal Management (BAS/PAS)</i>  <i>Record Keeping (BAS)</i>  <i>Risk Management (BAS)</i>  <i>Marketing &amp; Public Relations (BAS/PAS)</i>	<i>Leadership &amp; Management (10)</i>	<i>Professional &amp; Business Practices</i>

TABLE 2. Proposed Evidence and Measures Required for QIRs Level for Infant/Toddler Center Based Programs

	Level 1	Level 2	Level 3	Level 4	Level 5
Supporting Evidence	<p>Proof of attendance at PAS Training</p> <p>ITERS Baseline Score</p> <p>Site must obtain and maintain a copy of the Hawaii Early Learning Standards***</p> <p>Director must have 3 Credit Hours in Admin</p>	<p>Level 1 evidence and Complete PAS Self-Assessment (identify missing items in QIRs Improvement Plan)</p> <p>Program has written philosophy statement and goals for children's development</p> <p>Program uses an organized written curriculum</p> <p>Individual child observations are recorded and an assessment mechanism is used to measure child progress</p>	<p>Level 1&amp; 2 evidence and Program's curriculum is aligned with the Hawaii Early Learning Standards***</p> <p>Staff Development plan includes training on Hawaii Early Learning Standards***</p> <p>Program has parent and staff handbooks</p> <p>Program has a new parent orientation; provides at least one parent conference per year; and offers at least 3 family supports*</p> <p>The enrollment process provides a gradual transition before care formally begins</p>	<p>Level 1-3 evidence and Evidence that the curriculum is implemented and incorporates the Hawaii Early Learning Standards***, as evidenced in written lesson plans, child observation records, child assessments, and parent communication</p> <p>Program offers at least 5 family supports* and communicates by 6 modes of communication**</p> <p>Complete NAEYC Program Portfolio (identify items for QIRs Improvement Plan)</p> <p>Director must have 6 Credit Hours in Admin</p>	<p>Level 1-4 evidence and Written assessment plan showing how valid and reliable child observation and assessment results are used to individualize curriculum and evidence it is communicated with families</p> <p>Written crosswalk showing how program's curriculum and assessment tools connect to the Hawaii Early Learning Standards****</p> <p>Program offers at least 6 family supports* and communicates by 7 modes of communication**</p> <p>Director must have 9 Credit Hours in Admin</p>
ITERS Score		3.0	3.5	4.25	5.0
CLASS Score			3.0	4.0	5.0
PAS Score			3.5	4.25	5.0
Registry FW Level and % of Staff by Position	<p>Director (4.1)</p> <p>Lead (3.2)</p> <p>CG (3.1) 50%</p> <p>Aide (1.1)</p>	<p>Director (4.2)</p> <p>Lead (3.3)</p> <p>CG (3.1)</p> <p>Aide (1.2)</p>	<p>Director (4.3)</p> <p>Lead (4.3) 50%</p> <p>CG (3.2) 50%</p> <p>Aide (1.3) 50%</p>	<p>Director (4.3)</p> <p>Lead (4.3)</p> <p>CG (3.2)</p> <p>Aide (1.3)</p>	<p>Director (5.3)</p> <p>Lead (5.3) 50%</p> <p>CG (4.2) 50%</p> <p>Aide (2.1) 50%</p>
Accreditation					NAEYC



\*Family Supports (examples Identified by PAS): children's book or toy lending library; family resource library; extended care during evenings or weekends; information and/or referral to supportive services regarding family issues; convenience services (e.g., take-home meals, photographs); adult classes (e.g. literacy, computer); home visits; family meetings, seminars, or support groups; social functions for families and staff; child care during parent conferences or meetings; provision for food or clothing donations; transportation to and from the center; tuition scholarships; discount coupon for community events or services.

\*\*Family Communications examples: informal conversation; family meetings; newsletters; bulletin board; notes that go home with children; mailed letters; e-mail; text messages; texted photos in real time; phone calls; website; planned social activities such as parent nights or pot-luck dinners.

\*\*\* The Hawaii Early Learning Standards are in the final stages of development as of Sept. 15, 2011 and have not yet been approved for publication and use.

Table 3. Proposed Evidence and Measures Required for QIRs Level for Preschool Center Based Programs

	Level 1	Level 2	Level 3	Level 4	Level 5
Supporting Evidence	<p>Proof of attendance at PAS Training</p> <p>ECERS Baseline Score</p> <p>Site must obtain and maintain a copy of the Hawaii Early Learning Standards***</p> <p>Director must have 3 Credit Hours in Admin</p>	<p>Level 1 evidence and Complete PAS Self-Assessment (identify missing items in QIRs Improvement Plan)</p> <p>Program has written philosophy statement and goals for children’s development</p> <p>Program uses an organized written curriculum</p> <p>Individual child observations are recorded and an assessment mechanism is used to measure child progress</p>	<p>Level 1&amp; 2 evidence and Program’s curriculum is aligned with the Hawaii Early Learning Standards***</p> <p>Staff Development plan includes training on Hawaii Early Learning Standards***</p> <p>Program has parent and staff handbooks</p> <p>Program has a new parent orientation; provides at least one parent conference per year; and offers at least 3 family supports*</p> <p>The enrollment process provides a gradual transition before care formally begins</p>	<p>Level 1-3 evidence and Evidence that the curriculum is implemented and incorporates the Hawaii Early Learning Standards***, as evidenced in written lesson plans, child observation records, child assessments, and parent communication</p> <p>Program offers at least 5 family supports* and communicates by 6 modes of communication**</p> <p>Complete NAEYC Program Portfolio (identify missing items in QIRs Improvement Plan)</p> <p>Director must have 6 Credit Hours in Admin</p>	<p>Level 1-4 evidence and Director must have 9 Credit Hours in Admin</p> <p>Written assessment plan showing how valid and reliable child observation and assessment results are used to individualize curriculum and evidence it is communicated with families</p> <p>Written crosswalk showing how program’s curriculum and assessment tools connect to the Hawaii Early Learning Standards***</p> <p>The program offers at least 5 family supports* and communicates by 8 modes of communication**</p>



ECERS Score		3.0	3.5	4.25	5.0
CLASS Score			3.0	4.0	5.0
PAS Score			3.5	4.25	5.0
Registry FW Level and % of Staff by Position	Director (2.3) Teacher (2.3) Assistant (2.3) 50% Aide (1.1)	Director (4.1) Teacher (4.1) Assistant (4.1) 50% Aide (1.2)	Director (4.3) Teacher (4.3) 50% Assistant (4.1) Aide (1.3) 50%	Director (4.3) Teacher (4.3) Assistant (4.2) 50% Aide (1.3)	Director (5.3) Teacher (5.3) 50% Assistant (4.2) Aide (2.1) 50%
Accreditation					NAEYC

\*Family Supports (examples Identified by PAS): children's book or toy lending library; family resource library; extended care during evenings or weekends; information and/or referral to supportive services regarding family issues; convenience services (e.g., take-home meals, photographs); adult classes (e.g. literacy, computer); home visits; family meetings, seminars, or support groups; social functions for families and staff; child care during parent conferences or meetings; provision for food or clothing donations; transportation to and from the center; tuition scholarships; discount coupon for community events or services.

\*\*Family Communications examples: informal conversation; family meetings; newsletters; bulletin board; notes that go home with children; mailed letters; e-mail; text messages; texted photos in real time; phone calls; website; planned social activities such as parent nights or pot-luck dinners.

\*\*\*The Hawaii Early Learning Standards are in the final stages of development as of Sept. 15, 2011 and have not yet been approved for publication and use.

Table 4. Proposed Evidence and Measures Required for QIRs Level for Family Child Care Homes

	Level 1	Level 2	Level 3	Level 4	Level 5
Supporting Evidence	<p>Proof of attendance at BAS Training</p> <p>FCCERS Baseline Score (identify items for QIRs Improvement Plan)</p> <p>FCC Home must obtain and maintain a copy of the Hawaii Early Learning Standards***</p> <p>Complete PATCH Basic Series for Family Child Care Providers (30 Hours) or comparable approved training</p> <p>Enrollment in QCP</p>	<p>Level 1 evidence and Complete BAS Self-Assessment (identify items for QIRs Improvement Plan)</p> <p>FCC Home has written philosophy statement and goals for children’s development</p> <p>FCC Home has parent handbook</p> <p>FCC Home has a written plan for developmentally appropriate learning experiences that enhance children’s social, emotional, intellectual, and physical competence</p> <p>Individual child observations are recorded</p> <p>Provider uses a research-based assessment</p>	<p>Level 1&amp; 2 evidence and Plan for the day (curriculum) is aligned with the Hawaii Early Learning Standards***</p> <p>Before making an enrollment decision, the provider and family have a face-to-face exchange of information to determine whether the provider and family are a good fit.</p> <p>The enrollment process includes more than one visit by the parent and child, providing a gradual transition before care formally begins</p> <p>Provider schedules a meeting with parents at least once a year to discuss their children’s progress and any childrearing issues;</p> <p>The provider</p>	<p>Level 1-3 evidence and Evidence that the plan for the day (curriculum) is implemented and incorporates the Hawaii Early Learning Standards***, as evidenced in written lesson plans, child observation records, child assessments, and parent communication</p> <p>Provider maintains a resource library for families with descriptive information about community resources ****</p> <p>Provider communicates by 6 modes of communication**</p> <p>Provider completes NAFCC Self-Study Kit (identifies items for QIRs Improvement Plan)</p>	<p>Level 1-4 evidence and Written assessment plan showing how valid and reliable child observation and assessment results are used to individualize curriculum and evidence it is communicated with families</p> <p>Written document showing how program’s curriculum and assessment tools connect to the Hawaii Early Learning Standards***</p> <p>FCC Home offers at least 5 family supports* and communicates by 7 modes of communication**</p> <p>Provider has 10 clock hours in business courses*****</p> <p>The provider has</p>



		mechanism to track children's progress; Provider has attended a training on Hawaii Early Learning Standards***	communicates with families using five or more modes of communication**  Identification is verified for any unfamiliar person picking up children	Provider has 5 clock hours in business courses *****  Written notice in advance is required if child is to be picked up by anyone not authorized on the enrollment form	comprehensive business liability insurance
FCCERS Score		3.0	3.5	4.25	5.0
CLASS Score			3.0	4.0	5.0
BAS Score			3.5	4.25	5.0
Registry FW	FW: 1.1	FW: 1.4	FW: 3.1	FW: 4.3	FW: 5.3
Accreditation					NAFCC

\*Family Supports (examples Identified by PAS): children's book or toy lending library; family resource library; extended care during evenings or weekends; information and/or referral to supportive services regarding family issues; convenience services (e.g., take-home meals, photographs); adult classes (e.g. literacy, computer); home visits; family meetings, seminars, or support groups; social functions for families and staff; child care during parent conferences or meetings; provision for food or clothing donations; transportation to and from the center; tuition scholarships; discount coupon for community events or services.

\*\*Family Communications examples: informal conversation; family meetings; newsletters; bulletin board; notes that go home with children; mailed letters; e-mail; text messages; texted photos in real time; phone calls; website; planned social activities such as parent nights or pot-luck dinners.

\*\*\* The Hawaii Early Learning Standards are in the final stages of development as of Sept. 15, 2011 and have not yet been approved for publication and use.

\*\*\*\* Community resources may include: child care resource and referral agency, city recreation department, public library, housing authority, food bank, crisis hotline, Parent Line, Easter Seals, public health clinic, WIC, Call 211, Child Find, Early Intervention Services, Child Care Subsidy, Preschool Open Doors.

\*\*\*\*\*Business courses may include (examples identified by BAS): small business practices, contracts, recordkeeping, tax planning, legal and insurance issues, technology applications, accounting, marketing, money management, grant writing, and managing employees.

**Common Core Competencies  
for  
Early Care and Education Practitioners**

State of Hawai‘i

Hawai‘i Careers with Young Children  
C.A.N.O.E.S

*Career Access and Navigation of Early Care and Education Systems*

2010



<b>Common Core Competency #1</b>	<b>Wellbeing</b>
Definition -	Well-being is defined here as the state or condition of being healthy spiritually, physically, mentally, socially, emotionally and psychologically.
Rationale -	An individual's well-being is essential to the development of the whole person (spiritually, physically, mentally, socially, emotionally and psychologically). Primary care and preventive health services for children and adults will assist the families' ability to support healthy growth and development and can identify problems early for intervention.

<b>Competency #2</b>	<b>Child Growth and Development</b>
Definition -	Child development is defined here as the sequence of growth and change in all domains of development - physical, social, emotional, cognitive, linguistic, creative and spiritual - that occurs from the prenatal period through early childhood (eight years old).
Rationale -	Typically developing children generally acquire milestones in the same sequence. However, rates of development are highly individual.

<b>Common Core Competency #3</b>	<b>Relationships</b>
<p>Definition -</p> <p>Rationale -</p>	<p>Relationships are defined here as multiple and positive interactions that result in a reciprocal and responsive connection.</p> <p>Positive relationships are essential for the development of personal responsibility, capacity for self-regulation, for constructive interactions with others, and for fostering academic functioning and mastery. Warm, sensitive, and responsive interactions help individuals develop a secure, positive sense of self and encourage them to respect and cooperate with others. Positive relationships also help individuals gain the benefits of instructional experiences and resources. Individuals who see themselves as highly valued are more likely to feel secure, thrive physically, get along with others, learn well, and feel part of a community.</p>

<b>Common Core Competency #4</b>	<b>Guidance</b>
<p>Definition -</p> <p>Rationale -</p>	<p>Guidance is defined here as helping young children and adults learn how to direct and manage their own behavior, thus leading them towards self-regulation and helping them to build skills for engaging in satisfying relationships. Effective guidance encourages children and adults to learn about their own needs and the needs of others.</p> <p>Children and adults who are respected and encouraged to make choices, learn to take responsibility and to respect others. They become cooperative, productive people.</p>



Common Core Competency #5	Diversity
Definition -	Diversity is defined here as a wide range of ethnicities, races, cultures, languages, genders, socio-economic classes, spiritual/faith beliefs, and abilities with varying needs and contributions.
Rationale -	Hawaii is home to a unique native Hawaiian host culture and a rich and wide array of people and populations. People thrive in an environment where their individuality is supported and they are understood in the context of their family, culture, and community.

Common Core Competency #6	Learning Environment
Definition -	The learning environment as defined here includes all components that contribute to creating a diverse and active climate and culture for learning and teaching.
Rationale -	The environment is essential to learning and teaching. Interaction in and with the environment promotes growth and learning. An effective environment reflects a climate where all participants are valued as learners and teachers, whose contributions matter to the whole group and in which there is a high expectation of success.

Common Core Competency #7	Curriculum
Definition -	Curriculum is defined here as the goals, content, and pedagogy for knowledge, skills, and attitudes to be acquired by children and families. Curriculum plans for learning experiences through which such knowledge, skills, and attitudes will be achieved.
Rationale -	A curriculum that draws on formal and informal research and evidenced-based practices assists practitioners in identifying important concepts, skills, and attitudes, as well as effective methods for fostering children's and families' learning and development. A well-articulated curriculum, when informed by knowledge of individual children and their families, guides practitioners so that they can provide children and families with experiences that foster growth across a broad range of developmental and content areas.

Common Core Competency #8	Assessment and Evaluation
Definition -	<p>Assessment is defined here as the process of observing, recording, documenting and organizing information (data).</p> <p>Evaluation is defined here as the process of analyzing a variety of assessments to inform educational decisions.</p>
Rationale -	<p>Assessment and evaluation are integral to programs, curriculum, and instruction.</p> <p>Systematic assessment is essential for identifying children who may benefit from more intensive instruction or intervention, or who may need additional developmental evaluation. This information (data) ensures that the program meets its goals for all learners.</p>

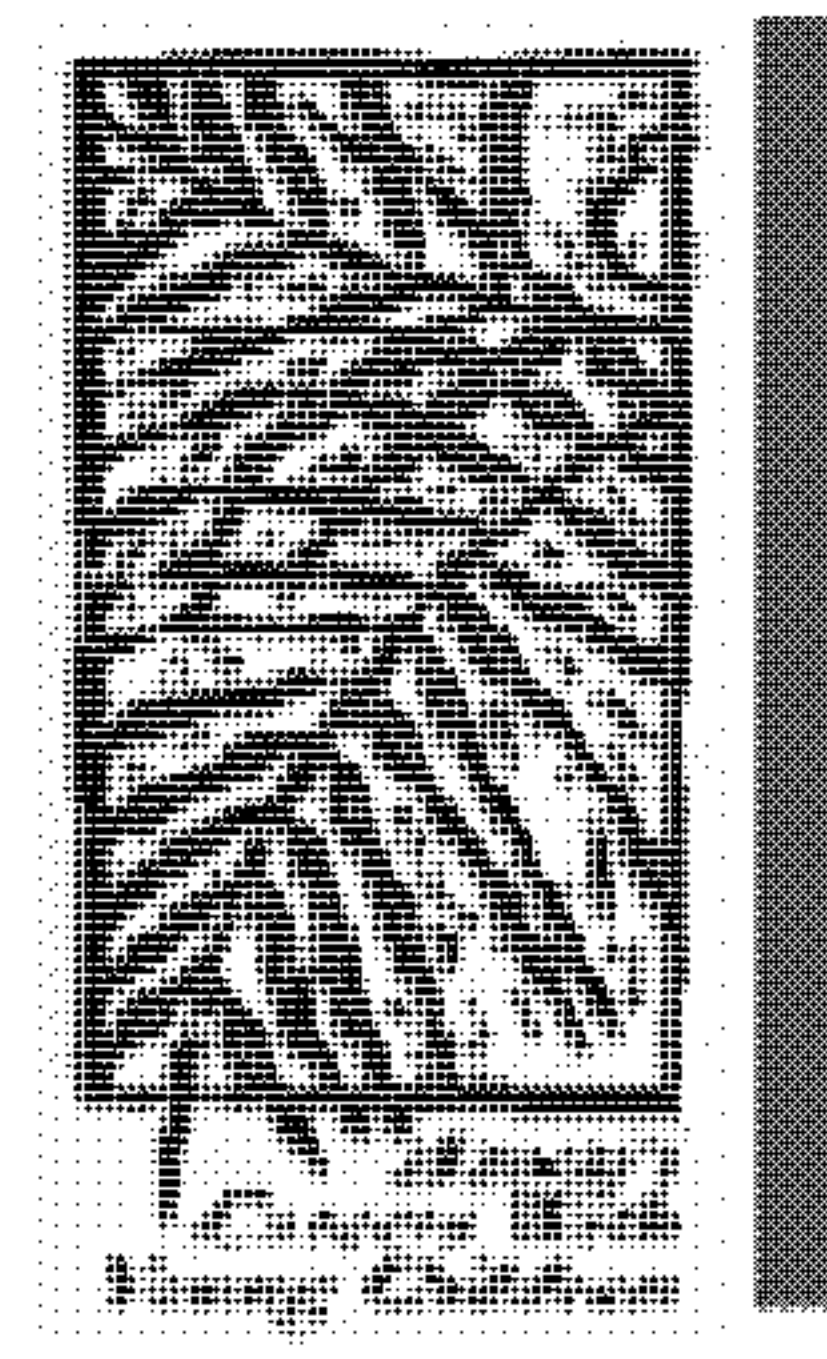


<b>Competency #9</b>	<b>Professionalism</b>
Definition -	Professionalism is defined here as Early Care and Education Practitioners' commitment to the NAEYC Code of Ethical Conduct. Professionalism also includes the practitioner's commitment to the cultural, ethical and professional codes of conduct of their programs and settings, and his/her participation in the ongoing process of improving his/her practices.
Rationale -	<p>The nature of the work of early care and education is personal, confidential and sensitive requiring trust between children, families, professionals and other practitioners.</p> <p>Professional practitioners are better equipped to make ethically sound decisions. It is incumbent upon practitioners to take initiative and participate in ongoing educational opportunities to increase competency in working with children, families, professionals, and other practitioners.</p>

<b>Common Core Competency #10</b>	<b>Program Management</b>
Definition -	Program management is defined here as the overall effective implementation of program policies, standards, procedures, and systems that is responsive and supports high-quality experiences for staff, personnel, children, and families.
Rationale -	In high quality early learning programs, staff members are supported in achieving their professional goals and in implementing the goals of the organization.

<b>Common Core Competency #11</b>	<b>Community Resources</b>
Definition -	Community resources is defined here as the knowledge of resources within communities that support staff, personnel, children and families.
Rationale -	A quality program is engaged in a reciprocal relationship with community resources to support and promote the wellbeing of staff, personnel, children and families.





## FRAMEWORK FOR EARLY CARE & EDUCATION PRACTITIONERS

EDUCATION LEVEL	TRAINING IN ASK CORE AREA		WORK EXPERIENCE	LEVEL	
	COLLEGE CREDITS	APPROVED TRAINING			
Master's/Advanced Degree	45 credits	or 675 hours	Practicum or Field Training	3 years full-time OR 4 years part-time (6,000 hours in 48 months)	6.3
	30 credits	or 450 hours		6.2	
	21 credits	or 315 hours		6.1	
Bachelor's/Advanced Degree	30 credits	or 450 hours	Practicum or Field Training	2 years full-time OR 3 years part-time (4,000 hours in 36 months)	5.3
	21 credits	or 315 hours		5.2	
	12 credits	or 180 hours		5.1	
Associate Degree or 60 credits in a degree program	30 credits	or 450 hours	Practicum or Field Training	2 years full-time OR 3 years part-time (4,000 hours in 36 months)	4.3
	21 credits	or 315 hours		4.2	
	12 credits	or 180 hours		4.1	
High School Diploma/GED	30 credits	or 450 hours	Field Training	1 year full-time OR 2 years part-time (2000 hours in 24 months)	3.3
	21 credits	or 315 hours		3.2*	
	12 credits	or 180 hours		3.1	
CDA or NAFCC Credential	12 credits	or 180 hours		9 months full-time OR 2 years part-time (1500 hours in 24 months)	2.3
	9 credits	or 135 hours		2.2	
	8 credits	or 120 hours		2.1	
High School Diploma/GED	9 credits	or 135 hours		9 months full-time OR 2 years part-time (1500 hours in 24 months)	1.4
	6 credits	or 90 hours		6 months full-time OR 1 year part-time (100 hours in 12 months)	1.3
	3 credits	or 45 hours		6 months (500 hours)	1.2
Completes an approved orientation training & have a certification in infant/child first aid, as stated in the additional requirements				No experience required	1.1
Meets licensing requirements for job role					Entry

ADDITIONAL REQUIREMENTS

- Must be at least 18 years old
- Must be certified in infant/child first aid, including rescue breathing and first aid for choking, except at the entry level and those not in settings with children.

MAINTAINING

- 15 hours approved training per year OR 45 hours approved training or 3 credits over 3 years and
- Starting at Level 2.3 you must accumulate 5 Voluntary Professional Development Units every 3 years in at least two arenas.

NOTES:

- Level 2 is designed specific to the requirements of the Child Development Associate (CDA)
- Level 2.1 considers those CDA candidates that have completed the formal training portion and are finishing the other requirements.

\* Level 3.2 is the equivalent to the requirements of a Montessori Associate Credential (MAC)

**C.A.N.O.E.S.**  
**Career Access and Navigation of Early Childhood**  
**Systems**  
**Training Quality Improvement and Assurance System**

**Developed by**

**Hawaii Careers with Young Children**  
**Training Quality Improvement and Assurance Work Group**  
**Work Group Leader: Kathy Murphy**  
**2007-2010**

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## **C.A.N.O.E.S. Training Quality Improvement and Assurance System**

The Hawaii Careers with Young Children (HCYC) Core Group is a 25 member workforce and professional development system collaboration. In 2007, HCYC developed a five component system plan to support the early childhood practitioner. The system, Career Access and Navigation of Early Childhood Systems or C.A.N.O.E.S, promotes professional growth for all practitioners in the early education and care field. Practitioners who work with children from birth through age eight in group child care, infant/toddler child care, family child care, family-child interaction learning programs, and home-visitor programs.

The Training Quality Improvement and Assurance component of C.A.N.O.E.S supports competent trainers and quality training through train-the-trainer experiences and a trainer verification process. This system of approval supports the trainer and helps them focus on the practitioner and the settings they work in to assure they have every opportunity to deliver quality early childhood services to children and families.

### **The Early Childhood Trainer**

Early childhood trainers meet specific expectations that include:

- Entry, intermediate, and advanced levels of training from state-approved and state accepted sources;
- Higher education courses from technical schools, colleges, and universities; and
- Experience in the early care and education field.

### **Trainer Competency Categories and Indicators**

#### **1-Professionalism and Ethics**

Definition: Trainer's commitment to high ethical and professional standards and to seek improvements in their practices.

*A competent trainer:*

- A. Maintains an appropriate level of competence in the field including a broad knowledge of current trends, theory, and practice in areas of expertise and seeks growth in areas of limited knowledge.
- B. Recognizes the limits of his/her competence, culture, and experience in providing services and only accepts assignments outside those limits if research on the topic and consultation with others is done prior to delivery of services. (neither seeks nor accepts assignments outside those limits.)
- C. Accepts responsibility of ethical business practices (i.e., certificate distribution, hours given, conflicts of interest).
- D. Keeps current with the changes in the early learning system.
- E. Reaches agreement with client regarding goals, costs, risks, limitations, and anticipation of outcomes prior to providing service.
- F. Values and integrates diversity into the delivery of training/professional development.
- G. Adheres to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct for Adult Educators ([www.naeyc.org](http://www.naeyc.org)).
- H. Maintains a balance between personal and professional life.

**Rationale: Because of the critical impact of the early years on later development, it is essential that early childhood trainers are dedicated to supporting the development of early childhood practitioners and are committed to doing their work in a professional manner.**

## **2-Instructional Design and Development**

Definition: Training design and development is based on accurate, current, and job-related information consistent with sound theories and principles of adult learning (e.g., adults desire practical application, adults learn best if they have control over the learning environment).



*A competent trainer:*

- A. Assesses and meets the professional developmental level and characteristics of the target audience.
- B. Writes learning objectives that are based on participants' level of knowledge and experience and are descriptive of desired competence.
- C. Chooses instructional methods and materials that are appropriate for the proposed learning objectives (e.g., self-reflection, group discussion, demonstrations, multi-media presentations, visual aids).
- D. Develops measurable learning objectives, evaluates participant achievement during, and at the conclusion of the training.
- E. Organizes a training format to fulfill learning objectives and to meet participant needs.
- F. Maintains flexibility based on continual assessment of training.
- G. Identifies points in content presentation where participant resistance or discomfort may occur and is prepared to adapt appropriately.

**Rationale: Training for adult learners is most effective when it is designed and delivered in a manner that reflects the needs of the learners and desired outcomes of the training.**

**3- Knowledge of Content**

Definition: Trainer possesses extensive knowledge and practical experience in the presentation topic area. Trainer is also familiar with a variety of early childhood settings and professional developmental levels of participants; and adapts content as needed.

*A competent trainer:*

- A. Researches the current trends in the topic area and synthesizes these findings to support learning objectives.

**Rationale: Trainer bases training content on accurate, current information consistent with sound theories and principles of child development, developmentally appropriate practice, accurate interpretation of quality standards and licensing and legal regulations.**

*A competent trainer:*

- B. Maintains resources that are current and topic-related to refer to concerning controversial issues, questions, or experiences (e.g., appropriate persons, agencies, publications).
- C. Facilitates connections between theory and practice by integrating information that is comprehensive, meaningful, and relevant to participants' needs.
- D. Includes an awareness of the value of diversity, uniqueness, and abilities of all children and families in training provided.
- E. Understands and applies basic principles of human cognition/learning and demonstrates sensitivity to the needs of the adult learner.

**Rationale: Trainer adapts training to meet the individual needs of participants, while being sensitive to issues of adult learning and development, presenting material in a variety of formats to maximize participant's learning.**

#### **4-Presentation Skills**

Definition: The trainer delivers training based on principles of adult learning using a variety of instructional methods and media appropriate for the proposed learning objectives (e.g., group discussion, questions, teams, role-play, games, and visual aids/multi-media presentations).

*A competent trainer:*

- A. Provides an introduction, overview of learning objectives, content presentation with summary, and evaluation in the specified timeframe.



- B. Adapts training to respond to participants' current knowledge and expectations (e.g., ethnic diversity, learning styles, special needs, and unique settings).
- C. Facilitates and continually assesses group dynamics to ensure learner involvement, interactions, and participation.
- D. Creates a supportive, flexible environment appropriate to adult learners (i.e., making eye contact, responding to individual needs).
- E. Relates effectively with individuals and groups.
- F. Communicates clearly and audibly, avoiding distracting expressions and mannerisms.
- G. Uses effective transitions to link content and learning objectives throughout the training.
- H. Provides an environment that addresses unsuitable/inappropriate responses and guides participant to more appropriate conclusions.
- I. Uses appropriate humor and avoid using jokes and stories of questionable taste.
- J. Maintains poise and professionalism under duress.

**Rationale: Well-organized and orchestrated training is necessary to providing optimal learning opportunities for early childhood practitioners. The competent early learning trainer organizes and manages the logistics of training by utilizing resources thoughtfully and communicating and collaborating with colleagues and members of the community.**

## **5-Quality Assurance**

Definition: The function of quality assurance is to assure the level and quality of both the trainer and participant.

*A competent trainer:*

- A. Provides a positive learning environment.
- B. Estimates expenses accurately.
- C. Uses promotional materials reflective of training content.
- D. Manages environment and logistics and adapts a well-run, purposeful training program responsive to the needs of the participants.
- E. Uses self-reflections and evaluation to improve subsequent programs.
- F. Maintains accurate records, resolves lingering issues following the training, and ensures that reporting requirements are completed in a timely manner.
- G. Provides positive learning climate (addressing special needs of participants, appropriate room arrangement, solving facility and equipment problems, providing recognition to participants) and clarifies logistical issues (e.g. restrooms, cell phones).

Rationale: To measure the participant's learning, assess the training effectiveness and if necessary revise the training design and follow-up based on evaluation outcomes of training.

***INDICATORS FOR THIS WILL BE DEVELOPED IN PHASE TWO*****Verification Panel**

The verification panel who confirms the qualifications of early childhood trainers is made up of:

- Two early education higher education representatives;
- A personnel registry representative;
- A community-based professional development program representative;
- and
- An HCYC representative



The panel will meet once during this pilot project to verify the qualifications of each applicant.

## **Training Improvement and Approval**

The goal of early childhood training approval is to improve the quality and content of clock hour training for early childhood practitioners. The approval system is framed by the following guiding principles:

**I. Training approval is a supportive process that assures quality standards for training and provides assistance in meeting standards.**

**II. The key to quality early care and education programs lies in an effective on-going process of professional development.**

- a) Training shall be coherent, cumulative, and comprehensive and integrate with the HCYC Practitioner, Administrator, and Trainer Core Competencies.
- b) Training needs to be identified by content, specific objectives, levels of training and specialty areas so that trainers can plan and potential participants can identify offerings appropriate to their needs.
- c) Training is designed based on perceived needs, values, and goals of participants.
- d) Training is based on developmentally appropriate practice and theories of child development, which are understood by participants and directly linked to practical implementation.
- e) Training is designed so that knowledge and competencies can be realistically used in the participant's work, including all early learning practitioners, support staff and management.

**III. The use of sound practices of adult learning encourages participants to seek and use knowledge.**

- a) Practitioners are involved in the planning of the training.

- b) Practitioners learn best when new information validates and builds on their prior knowledge and experience.
- c) Practitioners are more motivated to learn if they are active participants in the learning process and viewed as a partner with the trainer in the learning experience.
- d) Practitioners are concerned with actual practice and want to apply their learning to present/personal situations where opportunities for learning are rooted in a problem-solving context.
- e) Practitioners benefit from training designed to contribute to their self-esteem and personal, as well as professional growth.

**IV. The system maintains a strong commitment to diversity among trainers, practitioners, children, families, and settings. Evidence of this is documented through a process of regular written evaluation.**

- a) Reasonable accommodations are made for training participants in various locations.
- b) Training provides opportunities for participants to view knowledge and implementing skills from a variety of cultural perspectives, family configurations, and parenting styles.
- c) Training acknowledges that children have varying abilities and provides information for individualizing, making accommodations and accessing resources.
- d) Training does not perpetuate prejudice or stereotypes.

*Adapted from these sources: The Montana Training Approval System (2005); The Georgia Child Care Training Approval Project Guiding Principles (1994); Training Approval Systems (1994), Joan Costley and Gwen Morgan, The Center for Career Development in Early Care and Education; McLaughlin and Marsh (1978); and the MT Early Care and Education Career Development Training Committee*

## **Levels of Training**

In C.A.N.O.E.S. core competencies are observable behaviors and represent a range of knowledge grouped into three stages of mastery:



**Entry level** competencies are most appropriate for entry-level practitioners with little or no experience working with children or, in some cases, practitioners who have been in the field for a while but may not have been exposed to new topics, concepts, or information. Entry level mastery of the competencies (for the practitioner) includes a basic knowledge or understanding and demonstration of developing skills. The practitioner is able to identify, describe, define, name, give examples, list, recognize, be familiar with, participate, etc. Practitioners in the beginning of their career will most likely be an assistant teacher or in a similar role, working under supervision or with support of a more experienced practitioner.

Entry level training is designed to facilitate learning focused on exposure of material, concepts, terms, information, etc. for the beginning practitioner or the introduction of new topics for more experienced practitioners. Trainers qualified to design and deliver entry level training meet, at minimum, the Apprentice Trainer and/or Trainer I requirements.

**Intermediate** competencies are most appropriate for the practitioner who has a few years of experience and some training, formal education, and/or relevant credentials. Intermediate level mastery of the competencies includes an expanding knowledge and application to demonstrate refining skills. The professional is able to apply, structure, communicate, implement, demonstrate, practice, find, use, etc. Intermediate career development stage practitioners will most likely be working toward, or are in, lead teacher roles or beginning administrators and are well on their way toward mastering content knowledge and putting that knowledge into practice.

Training designed for the intermediate level assumes that the practitioner has mastered the beginning level competencies. The practitioner has a basic understanding of (the) key concepts and utilizes information in his/her everyday practice. The training should focus on everyday application of sound developmentally appropriate practice—the how and why—and the articulation of this practice. The training should be an exercise in using abstractions in concrete situations. The abstractions could be theories, ideas, and principles that must be remembered and applied to the child care setting. Trainers qualified to design and deliver training at the intermediate level must have the experience and credentials to help other adults make the link between a basic knowledge of a concept, the application of developmentally appropriate practice and an articulation of the process. The trainer qualified

to train at the intermediate level must meet, at minimum, the Trainer levels I and II requirements.

**Advanced** competencies are most appropriate for the seasoned practitioner who has considerable years of experience and documentation of training, education, and/or relevant credentials. These practitioners are most often in leadership or mentor roles as lead teachers, directors, administrators, etc. They thoroughly understand developmentally appropriate practice and have the ability to bring new resources and innovative practice to the program. Mastery of advanced level competencies reflects depth of knowledge, understanding, and extending skills to foster growth. The practitioner is able to assess, evaluate, design, interpret, take a leadership role, plan and implement, advocate, lead, etc.

Trainers for advanced competency instruction must be qualified at the Trainer III level. The trainer at this level must utilize knowledge and skill to help practitioners put elements together to form a whole, perform analysis and construct their own knowledge.

## Definition of Terms

**Continuing Education:** continuing education encompasses a variety of learning experiences for the trainer in child development, early childhood education, infant toddler, school age, adult training and education and other topics specified to the field and can be taken in a number of formats including but not limited to conferences, workshops, seminars, classes, online or web-based courses, etc.

**Early Education and Care Experience:** A total of three years experience as reported on the resume must be supervised, may be paid or unpaid, and involving children or programs serving young children ages birth through 8 years old.. Experience counts as either: Direct only or a combination of Direct and Indirect. Indirect only experience will not sufficiently meet the experience requirement.

- ❖ **Direct Experience:** if using a combination of direct and indirect experience, at least one year (12 month) in either of the direct experience options below must be included:
  - Experience working directly with children

- Director of a center or family day care home (involves working on-site directly with children and adults in a child care setting on a day to day basis)
- ❖ **Indirect Experience:** if using a combination with direct experience, you must include in your resume years/months experience, which reflect meeting the indirect experiences.
  - Experience as a technical assistance provider from a state or federally approved project to provide technical assistance as:
    - Inclusion coordinator or education coordinator
    - Conducted observations/assessments using nationally recognized instruments (Applicant must have received training on instrument utilized)
    - Other TA experience to be reviewed by coordinator
  - Experience teaching High School/College/University level early childhood education or child development specific course.

**Early Childhood Education or Related Field:** Refers to the major/minor area of study in a degree program. A degree or major of early childhood education or child development is recommended. Degrees outside of early childhood education or child development must include at least *15 semester hours* in early childhood education or child development related course work. (Documentation of a total of at least 225 clock hours focused on intensive child development content, i.e., CDA training, curriculum training of more than 15 hours segments, can be substituted for the 15semester or 25 quarter hours of related coursework.) See Specialty Trainer for qualifications for specialty training.

**Experience – To provide or participate in professional development:** Providing professional development to adults can include experience in supervisory roles, or as a trainer, co-trainer or part of a training team, apprentice trainer, technical assistance provider, career advisor or consultant.

***Regionally Accredited Institution:*** Degrees are accepted from institutions, which are accredited, by one of the six regional accrediting bodies.

**Specialty Trainers:** The Specialty Trainer option is available for professionals who do not meet the requirements for Trainer I, II, or III but may have qualifications to train in one of the specialty areas listed below.



They must have minimum of a Bachelor's degree with related field in the area that they are training as specialty and, when appropriate, a license or credential in the specialty area/ approval for specialty areas is available in the following content areas: Special Needs/ Inclusion; Child Abuse; Infectious Disease; Safety & Injury Prevention; Administrative Management of Programs; and others as determined appropriate.

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Workforce and Professional Development System Policies  
2010

**Professional Standards –**

Professional standards address competent practice linking what practitioners know and do to what children learn and practice. Specific qualifications and ongoing professional development is required for all early childhood education and care practitioners across all settings. These standards will address levels and content of higher education and ongoing professional development to meet the needs of practitioners who provide services to children and families in all settings.

**Career Pathways -**

Career pathways address routes of continuous progress that permit early childhood education and care practitioners to plan and achieve increased qualifications, understand the professional possibilities, and be appropriately compensated.

Pathways are institutionalized to support individuals providing direct services to children and families as well as individuals providing indirect services such as training, resource and referral, and leadership.

**Articulation-**

Articulation addresses agreements between community-based professional development and higher education; and higher education 2 year and 4 year colleges to support the seamless transfer of credentials, courses, credits, degrees, and student performance-based outcomes from one program to another. Specific directions for resource allocations are provided to support institutionalized processes such as career counseling and academic advising.

System approved community-based, clock hour professional development is provided by qualified trainers, is unduplicated, accessible, and available to all practitioners.

**Advisory Structure-**

An independent workforce and professional development system advisory structure addresses consistent examination of workforce needs and provides ongoing workforce and professional development policy recommendations. It is linked to the state early learning system planning work.

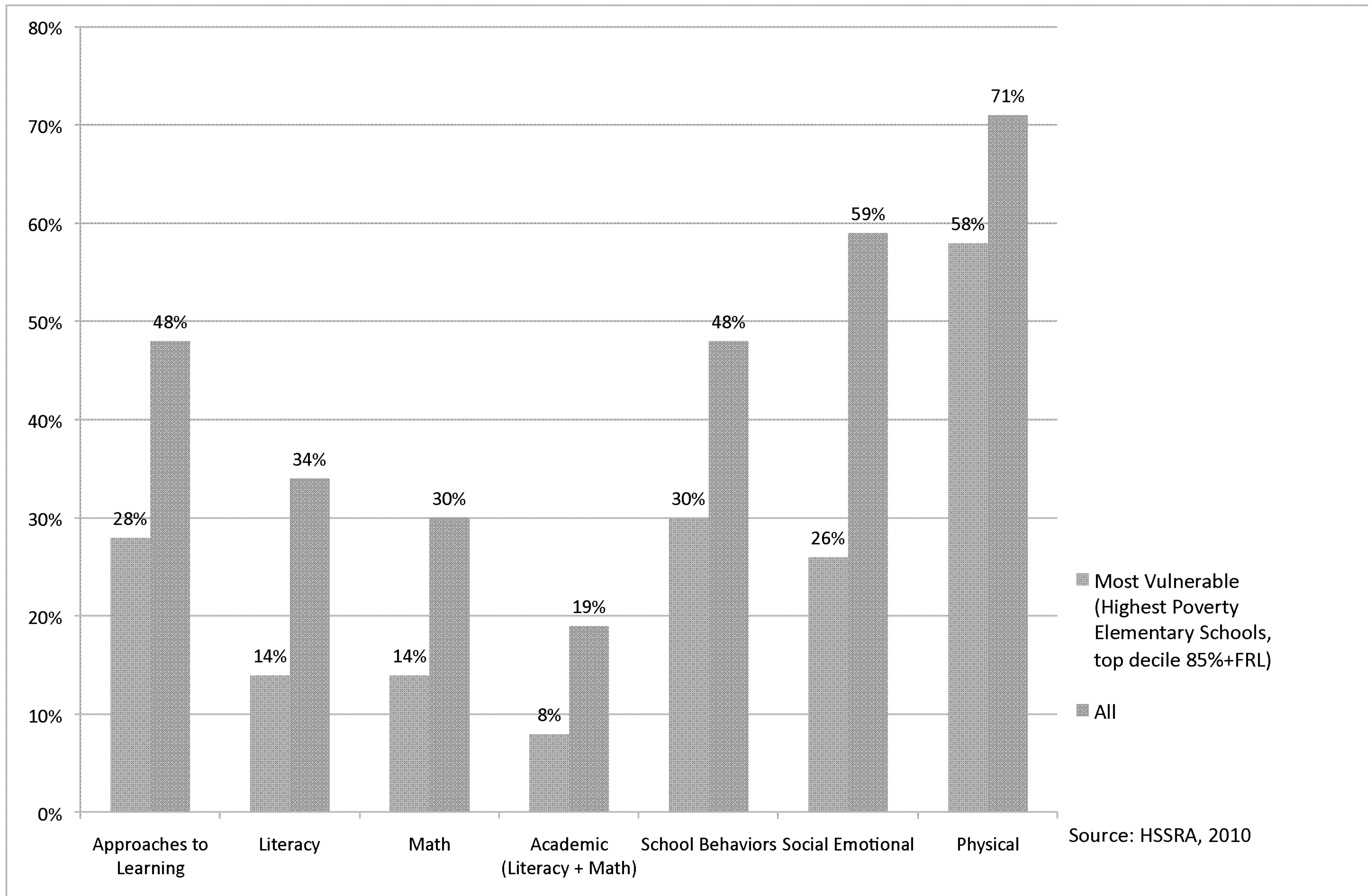
**Data-**

Data addresses specific, unduplicated cross-sector statistical information which is aligned, collected, and shared. Organizations share methodology for disaggregating data including types of setting, demographics, and primary financing sources. ECE data is reported to policy makers, funders, and program administrators to inform resource allocations. It is aligned with the P20 Longitudinal Data model.

Comprehensive workforce and impact studies conducted at regular intervals support professional development utilization and improvement.

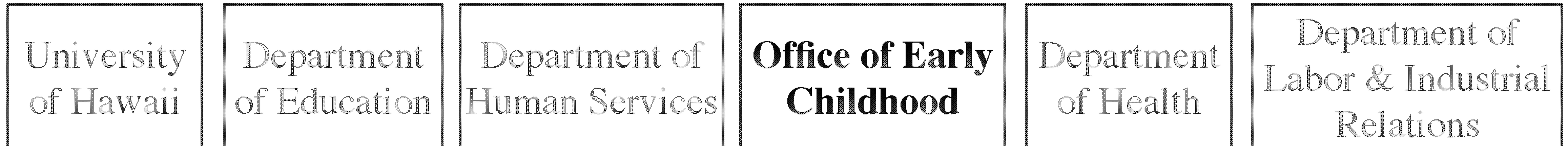
**Financing –**

Financing addresses creative, diverse, and sustainable funding strategies that support all policy based decisions.





ORGANIZATIONAL CHART: OVERVIEW OF STRUCTURE



**State Advisory Council**  
(Also known as: Early Learning Council)

- Department of Human Services, Director
- Department of Education, Superintendent
- University of Hawaii Manoa, President
- Department of Health, Director
- Head Start Program Provider
- Hawaii Head Start State Collaboration Office, Director
- Philanthropy Representative
- Representative from the Hawaii Association of Independent Schools
- Two representatives from Hawaii Council of Mayors
- Kamehameha Schools, CEO
- Early Childhood Program Providers representing
  - Center-Based
  - Family Child Care
  - Family Child Interaction Learning

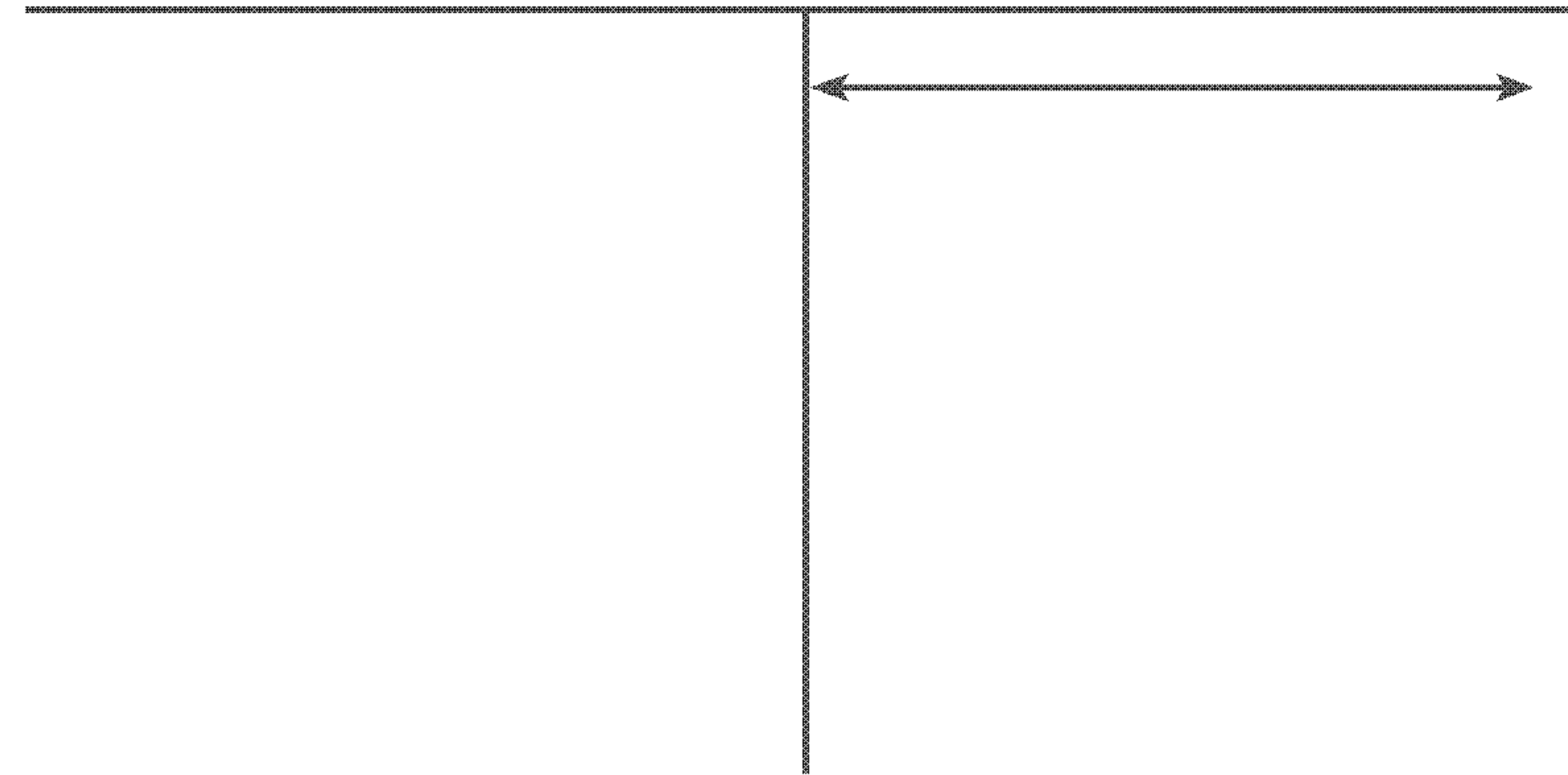
**Race to the Top: Early Learning Challenge**

**Executive Management Team (EMT)**

- Office of Early Childhood, Director
- Department of Human Services, Director ★
- Department of Education, Superintendent
- University of Hawaii Manoa, President
- Department of Health, Director
- State Advisory Council (Early Learning Council), Chair

★ *Project's lead agency*

**Early Childhood Director**  
(Governor's Coordinator)



**Executive Management Team (EMT)**

- Office of Early Learning, Director
- Department of Human Services, Director <sup>★</sup>
- Department of Education, Superintendent
- University of Hawaii Manoa, President
- Department of Health, Director
- State Advisory Council (Early Learning Council), Chair

*★ Project's lead agent*

**Program Management Team**

Senior Program Manager	Communications Manager	Policy Analyst	Research/Evaluation Manager	Partnership Development Manager	Admin. Services Manager
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Program Specialist  TQRIS Program Manager  Standards (Early Learning/FES/Health) Program Manager  Workforce Development Program Manager  Data & Assessment Program Manager					Human Resources Manager  Fiscal/Contracts Manager  Secretary  Clerical  Clerical
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